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ABSTRACT

The California agenda for middle-grade reform is based on 10 regional networks, each composed of 1 foundation school and approximately 10 partnership schools. Background information on middle-grade reform implementation as of 1988-89 and recommendations for improvement are provided in this interim evaluation, the first in a series of two reports. Characteristics of participating schools, staff, and students are also described. An overall conclusion is that the California agenda for reform is characterized by auspicious beginnings and high expectations. Contents include an executive summary and introduction, background information on the California middle-grade reform agenda, the implementation process, objectives of regional and school plans, participant characteristics, reform efforts as reported in the program description survey, and conclusions and recommendations. Appendices include a description of interim evaluation reports and methodological design. Twenty-two figures and five tables are included. (LMI)

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Middle Grades Reform in California

Current and Expected Attainment of Recommendations in *Caught in the Middle*

Interim Evaluation: Technical Report 1

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Middle Grades Reform in California

Current and Expected Attainment of Recommendations in *Caught in the Middle*

Interim Evaluation: Technical Report 1

Prepared by
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EXECUTIVE SUMMARY

The California agenda for reform in middle grades was proposed in the 1987 report of the California Middle Grade Task Force. Entitled *Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools* (CIM), this report represents the efforts of 36 task force members and 80 other persons throughout the state who served on six regional advisory panels. The report contains 102 recommendations for improving middle grade education and proposes an agenda that is predicated on the premise that optimal reform will result from partnerships between schools, each learning from and helping one another. Further, the agenda strongly supports the notion of local control; that is, schools within a partnership are in the best position to diagnose their own weaknesses and to propose needed reform strategies.

In 1988, California implemented the agenda by designating ten Regional Networks, each composed of one Foundation School and approximately ten Partnership Schools. All schools in each Regional Network are considered "partners" dedicated to achieving state-of-the-art education in middle grades. Each Partnership School is given the charge of implementing site-specific reform efforts for their students in the middle grades. Each Foundation School, selected for its potential to model excellence and to facilitate the reform efforts of Partnership Schools in its Regional Network, is to provide assistance to schools in its region. For the 1988-89 school year, each Regional Network received $35,500 from private foundations (the Carnegie Corporation and the W.K. Kellogg Foundation). Regional Networks became functional during the 1988-89 school year and will continue to function through the 1990-91 school year.

The implementation of the California agenda has been the focus of an intensive evaluation since its inception. Technical Report I provides background information on the implementation of middle grade reforms as of 1988-89, particularly school plans to carry out the reform recommendations in CIM. The report also describes the implementation of the California agenda and characteristics of participating schools, staff and students.

Major Findings

Reform in all areas of middle grade education in California is well under way and is expected to continue at a vigorous rate. Schools are implementing or anticipate implementing most recommendations in CIM. Evidence of impressive reform efforts was found in many areas investigated. For example, most schools had already aligned their curriculum with the Model Curriculum Guides, had implemented or intended to implement interdisciplinary teams, and were working to improve their advisory programs.

The focus of this interim evaluation report is on the implementation of the reform agenda in the first year and how that implementation might be improved in years two and three of the Project. Accordingly, areas where school reform

efforts would benefit from assistance from Foundation Schools and the California Department of Education (CDE) were highlighted in the form of specific recommendations. On the whole, however, this evaluation strongly suggests that the California agenda for reform is characterized by auspicious beginnings and high expectations.

Who participated in the Regional Networks?

Nearly 100,000 students were served in the 105 Partnership and 10 Foundation Schools. Schools ranged widely in terms of type (urban versus rural), total school enrollment, and ethnic group enrollment. One region had extremely high percentages of Black and Hispanic students. However, in general, participants constituted a fair representation of California's middle grade schools and students.

What evidence was there of reform in core curricula?

Schools reported they were currently in good alignment with the California Model Curriculum Guides (K-8). However, intention and effort to further improve core curricula was reported by virtually all participants. In particular, most principals recognized a need and reported an intention to improve curricula in History/Social Science and Visual and Performing Arts. Another facet of the core curriculum needing strengthening was the number and type of exploratory courses offered to 6th grade students.

What evidence was there of reform with respect to interdisciplinary teaming?

The majority of schools (69%) had implemented interdisciplinary teams to some degree. Further, the formation of teams tended to coincide with the publication of CIM and the designation of the Regional Networks. While most schools started teaming on a pilot level, all comments indicated that schools intended to expand their current level of interdisciplinary teaming to include additional grade levels and greater numbers of students.

What evidence was there of reform in advisory programs?

The average amount of time students spent each week in advisory programs or activities exceeded the amount of time recommended in CIM. Further, the types of advisory programs and activities schools reported were, to a large degree, consistent with those recommended in CIM. More than half of the schools (60%) reported teacher-based advisor-advisee programs, a component of an advisory program strongly recommended in CIM. Few schools, however, offered peer advising programs or cross-age tutoring.

What evidence was there of reform in the programs offered for students at risk of dropping out?

Nearly 80% of the schools provided programs to prevent students from dropping out. Less than half of the schools (41%) reported activities or programs for parents of students at risk of dropping out. A review of program descriptions indicated that few of the programs had been developed specifically to prevent students from dropping out. Rather, it appeared that schools used pre-existing programs in the attempt to meet the needs of at-risk students.

What evidence was there of reform in the programs offered to students under-represented in college enrollments?

Only about half of the schools had such programs. The programs described, however, were specifically designed to meet the needs of these students.

What evidence was there of reform in the provision of programs designed to detect and address health, social, and emotional problems in students?

A majority of schools (82%) reported programs designed to detect health, social, and emotional programs and to refer students to appropriate health and service agencies. A review of the types of programs offered, however, showed that few schools had gone beyond traditional vision and dental screening.

What evidence was there of reform in terms of the number and types of linkages established with other schools, organizations, and businesses?

Schools had established linkages with a wide variety of organizations and businesses, and satisfaction with the services provided by most organizations was moderate. Satisfaction with social service agencies was low, and investigation with this dissatisfaction was suggested. Linkages with Partnership and Foundation Schools were least likely to have been established. However, those schools establishing linkages with their Foundation School and other Partnership Schools reported a greater degree of satisfaction than did schools using any other services.

How did Partnership and Foundation Schools differ from other middle grade schools in the state? How did Partnership and Foundation Schools differ?

Comparisons between the total group of all participating schools (combined Foundation and Partnership Schools) and schools statewide were made to identify school, staff or student characteristics that might be associated with a readiness to embark upon school reform. In general, no clear predictors were found regarding readiness for reform.

Comparisons between the group of Foundation Schools and the group of Partnership Schools were drawn to identify school, staff and student characteristics that might be associated with "successful" school reform. Since Foundation Schools were selected for their potential to model excellence and to facilitate the reform efforts of Partnership Schools, it was not surprising that most Foundation Schools were found to be closer to the ideal middle school portrayed in CIM than were Partnership Schools.

Teaching staff in Foundation Schools were slightly older, had more years of experience, had higher levels of education, and had been with their school district longer than staff in Partnership Schools.

Students in Foundation Schools were more ethnically diverse and scored well above the state average on the California Assessment Program (CAP) test in both grades 6 and 8. Caution in interpreting differences between Partnership Schools and Foundation Schools was suggested. With only ten Foundation Schools, an average can be easily skewed by one outlying school. Further, this comparison does not acknowledge individual differences among Foundation Schools. While the

"average" Foundation School is further along in reform efforts, there were some which were not. Therefore, it would be erroneous to generalize to all Foundation Schools from their averages.

Recommendations

To maximize the success of the California agenda, it is recommended that Foundation Schools and the CDE continue to provide consultation, training and linkages to assist schools to:

- Increase the alignment of History/Social Science and Visual and Performing Arts curricula with the Model Curriculum Guides and State Curriculum Frameworks.

- Make exploratory courses available to all students at the sixth grade level and to utilize the expertise of community members in increasing the types of exploratory courses offered. At many schools this may involve switching the focus from elective to exploratory courses at the sixth grade level.

- Continue in their efforts to implement or expand interdisciplinary teams on a school-wide level.

- Consider options for flexible scheduling.

- Improve the content of their advisory programs especially relative to career development and continuing education.

- Adopt teacher-based advisor-advisee programs.

- Explore and implement innovative programs to detect a wide range of health, social and emotional problems and to provide appropriate referrals.

- Develop or adopt programs specifically designed: 1) to prevent students from dropping out; 2) to increase the opportunity for college education among students underrepresented in college enrollments; and 3) for parents of students at risk of dropping out.

- Implement peer and cross-age tutoring programs.

- Share descriptions of successful programs with other schools.

- Determine the source of dissatisfaction with services provided by social service agencies in order to improve these services.

- Increase the overall utilization of services provided by community organizations and agencies, particularly those provided by County Offices of Education, Institutions of Higher Education, and Foundation and Partnership Schools.

INTRODUCTION

This report presents information on the implementation of middle grade reform in California; the characteristics of the participating schools, staff and students; and the degree to which schools intended to and had begun to implement the recommendations in *Caught in the Middle*. This report is the first of two interim evaluation reports. A description of these reports is contained in Appendix A.

The sections of Technical Report 1 are presented in the following logical sequence:

A) **Background on the California Agenda for Reform in Middle Grade Education**. This section provides background on the agenda itself.

B) **Implementing the Model**. This section explains how Partnership and Foundation Schools were selected, how regions were identified, and how the regions differed from one another. It provides the reader with an understanding of the model as implemented.

C) **Reform Objectives Specified in School and Regional Plans**. This section presents the reform objectives participants "intended" to accomplish before they actually began to implement their plans.

D) **Characteristics of Participating Schools, Staff and Students**. This section describes the participants in the reform effort. It shows how the schools, staff and students in Partnership and Foundation Schools differed from one another and from the average school in California. It sets the stage for the discussion of the reform efforts of the Partnership and Foundation Schools.

E) **Reform Efforts as Reported in the Program Description Survey**. This section presents actual reform efforts reported on a survey midway through the first year of the project. It provides information on current and expected reform achievements of both Partnerships and Foundation Schools.

F) **Conclusions and Recommendations**. This section summarizes the state of the field with respect to the implementation of the recommendations in CIM. It provides recommendations designed to assist Foundation Schools and the CDE staff facilitate the reform efforts of the Partnership schools.

A description of the design and methodology of the evaluation can be found in Appendix B.

A. BACKGROUND ON THE CALIFORNIA AGENDA FOR REFORM IN MIDDLE GRADE EDUCATION

Impetus for the Formation of the Regional Networks

The California agenda for reform in middle grades was proposed in the 1987 report of the California Middle Grade Task Force. This report, entitled *Caught in the Middle; Educational Reform for Young Adolescents in California Public Schools* (CIM), represents the efforts of 36 task force members and 80 other persons throughout the state who served on six regional advisory panels. The report contains 102 recommendations for improving middle grade education and proposes an agenda that is predicated on the premise that optimal reform will result from collaboration and partnership among schools, each learning from and helping one another. Further, the agenda strongly supports the notion of local control; that is, schools within a partnership are in the best position to diagnose their own weaknesses and to propose needed reform strategies.

Regional Networks

In 1988, California implemented the agenda by designating ten Regional Networks, each composed of one Foundation School and approximately ten Partnership Schools dedicated to achieving state-or-the-art education in middle grades. Each Partnership School is given the charge of implementing site-specific reforms for its students in the middle grades. Each Foundation School, selected for its potential to model excellence and to facilitate the reform efforts of Partnership Schools in its Regional Network, is to provide assistance to schools in its region. For the 1988-89 school year, each Regional Network received $35,500 from private foundations (the Carnegie Corporation and the W.K. Kellogg Foundation). Regional Networks became functional during the 1988-89 school year and will continue to function through the 1990-91 school year.

Partnership Schools

Each Partnership School was charged with the responsibility of establishing reform objectives from among the findings and recommendations contained in CIM. While reform objectives varied from school to school, there were shared fundamental commitments among the Partnership Schools to:

- Plan and implement new and innovative strategies, programs, practices, and policies which had the potential to facilitate the achievement of middle grade education reform;

- Engage in research-oriented activities related to instructional issues and to systematically evaluate and report findings through varied forums;

- o Make a multiple year commitment in order to allow the critical steps of planning, implementing, and evaluating (both formative and summative) to occur in relation to new programs and practices;

- o Create linkages among people, institutions and organizations that allowed a continuous exchange of formal and informal ideas and concepts; to share resources; and to seek to change and improve middle grade education in substantive ways;

- o Serve as a catalyst for middle grade education renewal and reform; to use the networking capabilities of the partnership to widely disseminate findings and recommendations to all levels of public education.

Foundation Schools

A Foundation School was selected for each of the ten Regional Networks. The basic mission of Foundation Schools was to help Partnership Schools within their region achieve their reform objectives. In order to do this, Foundation Schools had to demonstrate strong leadership in all areas of reform associated with early adolescent education including intellectual development and physical and emotional health. Evidence of this leadership was to be expressed through:

- o Modeled excellence in specific areas of middle grade education reform identified in the findings and recommendations of the California Middle Grade Task Force;

- o Logistical support which facilitated collegial and collaborative efforts among professionals and support personnel as they explored, created, planned, implemented, and evaluated new middle grade education programs and practices;

- o Creation of linkages with institutions of higher education, health support services, and social service agencies which influence the lives of young adolescents;

- o Professional vision which enabled exploration, innovation and a cutting-edge approach to the goals associated with state-of-the-art middle grade education.

External funding for each region was routed through the Foundation Schools. This funding made available through private foundations which included the Carnegie Corporation and the W.K. Kellogg Foundation. These resources were to be used to facilitate the reform efforts of Partnership Schools.

Administration

The Regional Networks of Foundation and Partnership Schools are administered by the California Department of Education (CDE), through the specially created Office of Middle Grades Support Services.

The Office of Middle Grades Support Services is assisted by multiple units within the State Department of Education, such as the Instructional Support Services Division, the Office of School Improvement, the Special Studies and Evaluation Reports Unit and the Office of Special Programs.

B. IMPLEMENTING THE REFORM AGENDA

How Were Partnership Schools Selected?

The application process was structured around the 1987 CIM report. In order to complete the application, applicants had to be familiar with the five major sections of CIM and the 22 principles of middle grade education embedded in those sections. Completion of the five parts of the Partnership application required significant effort. Part I of the application requested demographic/ geographic data. Part II asked for an indication of willingness and plans to work toward the five major categories addressed in the report of the Middle Grade Task Force:

1) Curriculum and Instruction: Achieving Academic Excellence
2) Student Potential: Realizing the Highest and Best Intellectual, Social and Physical Development
3) Organization and Structure: Creating New Learning Environments
4) Teaching and Administration: Preparing for Exemplary Performance
5) Leadership and Partnership: Defining the Catalysts for Middle Grade Educational Reform

Part III asked for no more than five objectives and associated operational plans. Finally, at the time applications were due, no monies were available to support the schools in their efforts. Therefore, Part IV requested evidence of "uncommon administrative and fiscal commitment" should the school be selected.

More than 3000 schools that contained two or more consecutive grades between grades 6 and 8 were invited to apply to become a Partnership school. Over 200 applications were returned and rated by a team of external field personnel. Each school specified unique objectives and school plans. Selection of the Partnership Schools was based on two primary criteria. First, schools with the highest cumulative rating on their applications were identified. Rating and geographic location then determined the final selection of the 105 schools. Applications were due in October, 1987 and selected schools were announced in March, 1988.

How Were Foundation Schools Selected?

Invitations to apply to become a Foundation School were extended to over 100 schools based on nominations. Two of these schools had been selected previously as Partnership schools; the others had either been awarded the title "Distinguished School" by the California Department of Education (CDE) or had been nominated from the field. Nominations were received from many sources, including County Offices of Education (COE), leadership in local and national middle grade education, and CDE staff.

The Foundation School application was more detailed than was the Partnership School application. Part I requested demographic/geographic data. Because involvement of districts was seen as critical to the successful functioning of a Foundation School, Part II required a written expression of support from the superintendent and/or board of education. This letter of intent was to provide evidence of "basic commitment...to the philosophy and principles of middle grade education,...a commitment to state-of the-art school concept," and "a commitment to the Regional Network concept and an expressed intent to facilitate the success of collegial, collaborative role relationships among professionals in Regional Network schools." Part III asked for a narrative statement that included a description of the school's middle grade program; a description of the schools' capabilities to plan, collaborate and coordinate with Partnership Schools to achieve reform objectives; a description of how a regional plan might be developed; and a description of the school's current or potential relationships with COE's, Institutions of Higher Education (IHEs), health and social agencies. Finally, letters of support were requested. Foundation school applications were rated by external field reviewers. Applications were due in March, 1988, and the 10 selected schools were announced May, 1988.

How Were Regions Identified?

Following their selection, the 10 Foundation Schools and 105 Partnership Schools were united into 10 regions representing the entire state of California. Regional boundaries were based on logical clusterings of schools and on district and county lines. In urban areas, which housed a number of adjacent schools, designated regions occupied a relatively small area. In rural areas, where great distances separated schools, designated regions occupied a large area. Here physical characteristics (such as mountain ranges) were taken into account when determining regional boundaries to facilitate collaboration among schools. Regional boundaries followed county lines and all areas of the state were assigned to regions.

Each region was given a letter identifier from A to J. The number of schools per region ranged from 10 to 13, with four regions housing 11 schools and 3 regions housing 12 schools. Figure 1a shows the location of each of the regions in the state: Partnership Schools are identified by the symbol o and the Foundation School by the symbol ▼. (See pages 64 and 65.)

What Were Characteristics of the Regions?

A series of figures have been provided to quickly display characteristics of the regions and characteristics of the Project (Foundation and Partnership) schools within each region. These figures are all based on 1987-88 data, the most recent data available at the time of this study.

Figures 1b and 1c display physical characteristics of the ten geographical regions. Figure 1b shows that the physical size of the regions varied tremendously. Region C occupied 29.6% of the total area in the State (46,504

square miles), while Region E occupied only .5% of the total area of the State (785 square miles).

Figure 1c shows that the number of counties in geographic regions ranged from 21 in Region A to one in Regions E and F. While Project schools may not be found in all counties of each region, these figures display the vast differences between the geographical regions in terms of physical size.

Figures 1d, 1e and 1f show differences between regions in terms of Project school characteristics. Figure 1d shows the variability among regions in terms of the percentage of total Project 6-8 enrollment contained in each region. Region J enrolled only 5.2% of all 6-8 students enrolled in Project schools in California, while Region F enrolled 19.4% of all 6-8 students enrolled in Project schools. Figure 1e shows differences among regions in terms of the number of school districts housing Project schools. Regardless of the physical size of the region, the number of school districts with Project schools in most regions ranged between 8 and 12 districts, with one exception. All schools in Region F were in just one district - the Los Angeles Unified School District. Figure 1f displays the average Project school enrollment per region. Here vast differences can be seen. The average enrollment per Project school ranged from 491 in Region J to 1,716 in Region F. Clearly, there are significant differences among regions in terms of enrollment in Project schools.

There are also noteworthy differences between regions in terms of geographical size and 6-8 enrollment in Project schools. Figure 1g displays the percent of the total square miles occupied in the State relative to the percentage of students enrolled in Project schools for each region. There is clearly an inverse relationship between the size of the region and the number of students enrolled in Project schools. The large regions served rural areas and had fewer numbers of students in Project schools; and small regions in densely populated areas (e.g., Los Angeles Unified School District-Region F) had high enrollment in Project schools.

How and When Were Regional Plans Specified?

Once regions were identified, it was incumbent upon the schools in each region to develop a regional plan. Prior to being assigned to a region, each Partnership School had specified its school objectives. Similarly, each Foundation School had specified school objectives as well as networking objectives to work with the schools within their region. The next step was to determine overlap among objectives in schools in each region and to identify common regional objectives.

A 1988 summer symposium in San Diego was planned to allow partners from the regions to meet, determine their mutual needs, and identify their regional objectives. Prior to the San Diego conference, Foundation School principals received copies of the goals identified in their original applications by the Partnership Schools in their region. Regional objectives were discussed at the San Diego conference, and final regional plans were then filed along with the Partnership School and Foundation School plans in the Office of Middle Grades.

Figures 1b, 1c, 1d, & 1e: Area and Enrollment (1987-1988)

Fig. 1b: Percentage of Total Area in the State Occupied by each Geographical Region

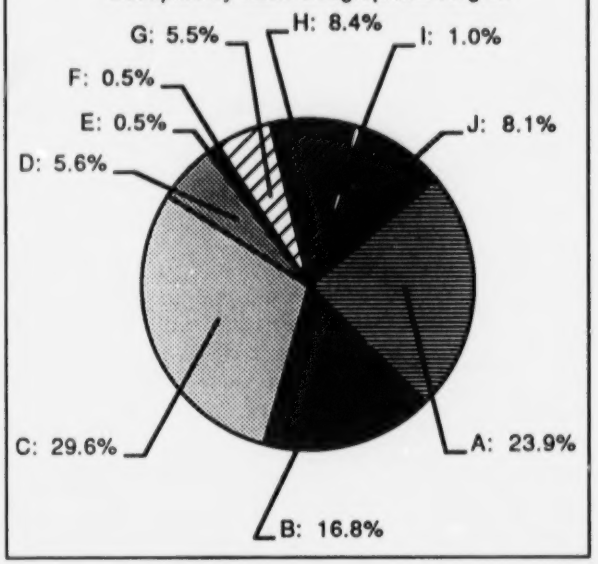


Fig. 1c: Number of Counties in each Geographical Region

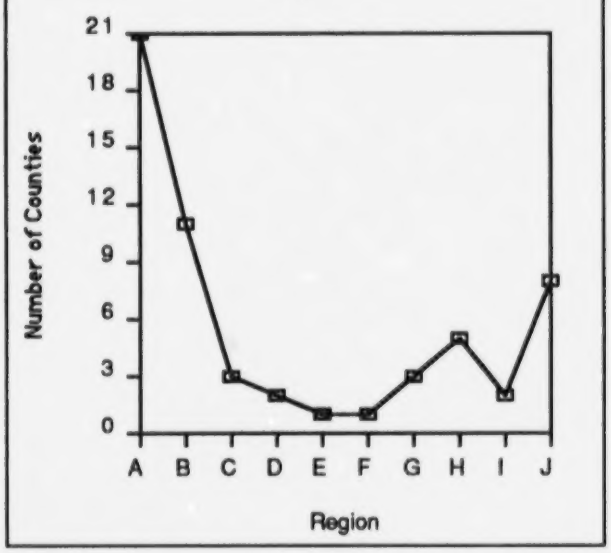


Fig. 1d: Percentage of Total 6-8 Project Enrollment Contained within each Network

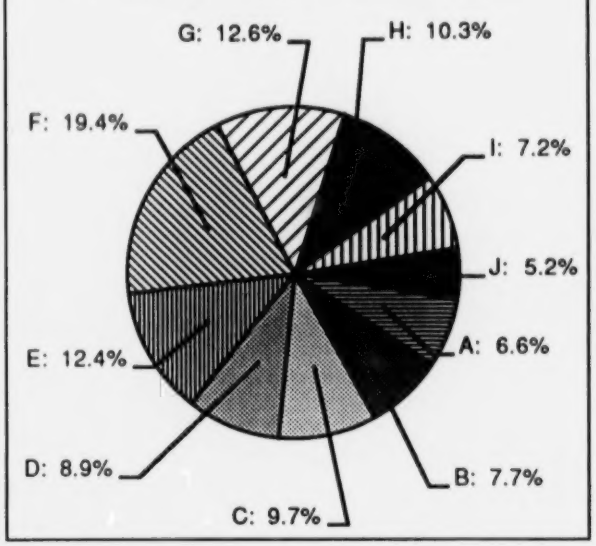
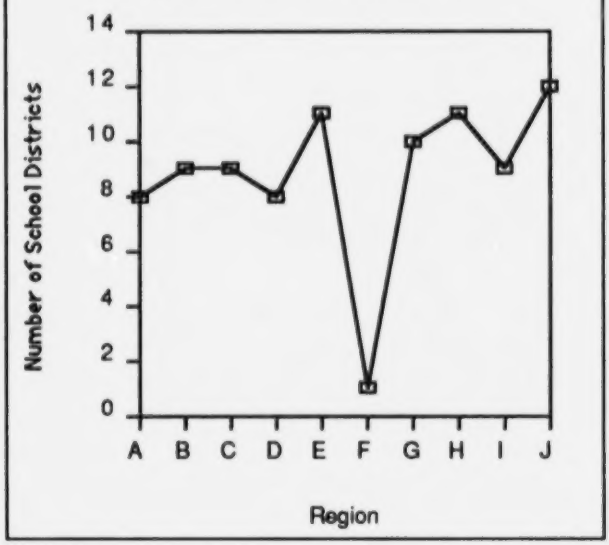
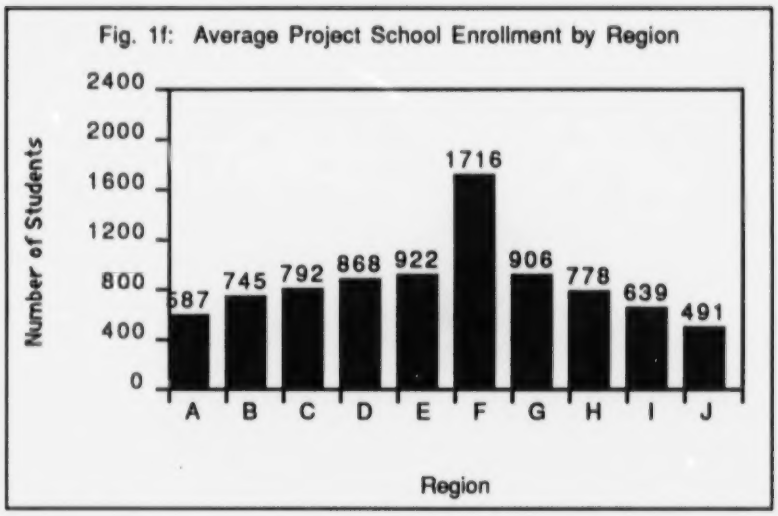
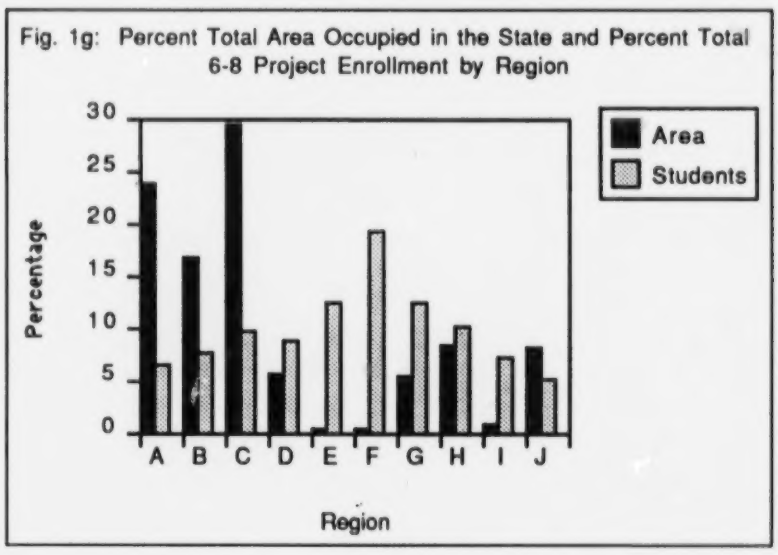


Fig. 1e: Number of School Districts with Project Schools Contained within Each Network



Figures 1f & 1g: Area and Enrollment (1987-1988)





C. REFORM OBJECTIVES AS SPECIFIED IN SCHOOL AND REGIONAL PLANS

This section presents data on reform objectives specified in regional and school plans. Schools within each region met in San Diego to identify regional needs and to write a regional master plan for 1989 and beyond. Each regional master plan was to contain objectives which the principals in the region had identified as priorities and around which regional activities would be focused. Following the development of the regional plan, schools were to revise the objectives specified in their applications and develop their own school plan, which would incorporate the objectives specific to their regional and would include objectives unique to their school as well.

Objectives listed in the regional and school plans were categorized to match the related recommendation in CIM. The results of this categorization are summarized here.

What Types of Objectives Were Listed in Regional Plans?

Although some plans listed objectives related to network building and facilitating communication among Partnership Schools, most listed objectives specifically related to recommendations in CIM. Fourteen different objectives were listed in regional master plans. The three most frequently listed objectives were: 1) improving strategies for active/cooperative learning (N=6); 2) developing programs for at-risk students (N=6); and 3) improving advisory programs (N=6). In decreasing order of frequency, other objectives listed were: improving staff development (N=4), increasing equal access (N=4), implementing an interdisciplinary curriculum (N=3), developing a communications network (N=2), developing linkages (N=2), establishing a clearinghouse of regional information (N=1), increasing parent involvement (N=1), implementing a master schedule that facilities equal access (N=1), and developing a sense of school culture (N=1).

There are two things to keep in mind when considering the regional objectives. First, there was overlap between objectives. For example, "improving the core curriculum" overlapped considerably with "implementing an interdisciplinary curriculum" and even "improving strategies for active/ cooperative learning." As another example, "increasing parent involvement" could be considered the same as "developing linkages". The important point is that all objectives were consistent with the recommendations in CIM. Second, keep in mind that these are <u>regional</u> objectives. Therefore, even if an objective was listed only once, there was an average of ten schools working toward that objective.

What Types of Objectives Were Listed in School Plans?

Figure 2a shows the number of schools addressing selected categories of reform goals in 1988-1989. Only the most frequently listed types of goals are reflected here; goals listed by fewer than 15 schools were not shown.

The four most frequently listed categories of school-level objectives were: active learning strategies, focused staff development programs, at-risk interventions and common core curriculum definitions. More than half of the schools concentrated their efforts on these areas. Substantial efforts were also focused on school-wide advisory programs by about one-third of the schools, followed by interdisciplinary teaching teams.

What Types of Networking Objectives Were Specified in Foundation School Plans?

Networking objectives specified by Foundation Schools targeted the facilitation of communication and the increase in collaboration among the schools in their region. Examples of the networking objectives appearing in Foundation School plans included establishing a regional clearinghouse for exemplary programs and ideas, developing a regional interactive telecommunications network, establishing a center for region operations, facilitating attainment of region goals, providing communication links among network schools, and enhancing and facilitating regional problem solving.

What Can We Learn from a Review of Objectives Specified in the Plans?

As was anticipated, there was considerable overlap between regional objectives and school objectives. Schools were specifically instructed to incorporate regional objectives into their school plans, and for the most part they did so.

Regional objectives were primarily based on the major recommendations in CIM. Regions set their sights on improvements in active/cooperative learning, programs for at-risk students and advisory programs. Regions also identified unique objectives that specifically addressed their own regional needs. Similarly, schools identified objectives consistent with their regional objectives and also identified individual objectives that addressed their own school needs.

The specification of regional and school objectives demonstrates the principles of collaboration and local control explicit in the California agenda. Regional objectives will be best realized through cooperation and collaboration among schools within a region. Further, local control, in identifying and implementing school programs in order to achieve school objectives, will contribute to a reform package specifically tailored to each school.

Figure 2a: Number of Schools Addressing Selected Reform Objectives in 1988-89

D. CHARACTERISTICS OF PARTICIPATING SCHOOLS, STAFF AND STUDENTS

Demographic data were obtained through a variety of CDE sources. (A description of the design and methodology of the study can be found in Appendix B.) The source of the school enrollment and staff data was the California Basic Educational Data System. Data on student demographics and achievement were obtained from the California Assessment Program. Data on student language were obtained through the Language Census data base. All these data are collected annually by the CDE, and those reported here are for the 1987-88 school year, the year prior to the establishment of the regional networks. A full description of these data sources can be found in Appendix B.

There are two compelling reasons to examine demographic data. First, it provides a description of the participants in the Regional Networks. What were the characteristics of combined Project schools? Of combined Partnership Schools? Of combined Foundation Schools? Who were these pioneers in the California agenda for middle grade reform?

Second, it is possible that an examination of school, staff, and student characteristics may increase our understanding of components associated with readiness for school reform. Recall that selection of both Partnership and Foundation Schools was based on applications. These schools had the motivation to complete the complex application process in order to be selected, despite the fact that initially there was no funding promised. Because they applied and were selected, these schools showed evidence of being different from other schools in the state. But what made these schools different? What made them ready for school reform?

Two levels of comparison can be drawn to increase our understanding of characteristics that may be associated with schools motivated to improve. First, how did all Project schools (both Foundation and Partnership Schools) compare with other schools in the state? Second, how did Partnership Schools compare with Foundation Schools?[1]

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[1]The comparison between the group of Partnership Schools and the group of Foundation Schools is interesting but must be interpreted with caution. With only 10 Foundation Schools, averaged data can be easily skewed by a single outlying school. Also, the premise that underlies the comparison - that Foundation Schools are further along in their reform efforts than Partnership Schools - is not always true. On the average, Foundation Schools <u>are</u> further along in their reform efforts than are the Partnership Schools in their region. This was, however, not always the case. In several regions, Foundation Schools were selected for their logistic ability to facilitate communication among schools than for their ability to "model excellence."

What Program Funds Did Schools Receive?

It is useful to have a general picture of the types of funding schools receive in addition to the funding they may receive because of their affiliation with the Regional Networks. Each Partnership School had access to about $3,550 in 1988-89 ($35,500 per region, with an average of ten schools per region). Most schools, however, received funding from a variety of different sources as well. For example, all participating schools received School Improvement Program (SIP) funds. Some schools had received these funds in the past; others received these funds as a result of SIP expansion, which made funds available to all Partnership and Foundation Schools which had not received SIP funds in the past. The three next most frequent specially funded programs housed in Partnership and Foundation Schools were Gifted and Talented (81.7%), bilingual (58.2%) and Chapter 1 (50%) Programs.

Exactly how schools spent these monies relative to middle grade reform is unknown. However, the presence of such funds undoubtedly affected programming and therefore should be kept in mind, particularly when considering the replication of the California agenda for reform elsewhere.

What Were the Characteristics of Teachers in Partnership and Foundation Schools?

Teacher age. The majority (66%) of the teachers in Partnership and Foundation Schools were aged 31 to 50. A statewide comparison for this particular age range was not available. As a benchmark, however, 64.6% of the teachers statewide were between the ages of 35 and 54. These proportions of teachers in the mid-age categories are functionally equivalent. There did appear to be a tendency for teachers in Foundation Schools to be slightly older than teachers in Partnership Schools.

Highest level of education. In general, teachers in Partnership and Foundation Schools had achieved higher levels of education than had teachers statewide. Figure 3a displays the percentage of teachers in each category of "Highest level of education" in Partnership Schools, Foundation Schools, and in the State. It shows that there was a lower percentage of teachers with a Bachelor's degree + 30 units, a Bachelor's degree, or less than a Bachelor's degree in Partnership and Foundation Schools than in other schools in the state. In contrast there was a higher percentage of teachers with a Master's degree plus 30 units in Partnership and in Foundation Schools than found statewide. Further, while statewide, only 21.5% of the teachers had attained a Master's degree + 30 units, 26.4% of the teachers in Partnership Schools and 30.6% of the teachers in the Foundation Schools had reached this level.

Total years of service. Overall, in Partnership and Foundation Schools, there were slightly fewer teachers with 10 or fewer years of service and slightly more with 10 or more years of service than were found statewide. A closer examination showed that teachers in Foundation Schools had more total years of service than teachers in Partnership Schools or those statewide. Statewide 35.5% of the teachers had served 11 to 20 total years compared to 44% in the Foundation Schools.

Figure 3b displays the percentage of teachers in each category of "Total Years of Service" in Partnership Schools and Foundation Schools and in the state.

Years of service in district. Teachers in Partnership Schools were relatively new in their districts, while teachers in Foundation Schools had a long tenure in their districts. Figure 3c displays the percentage of teachers in each category of "years of service in the district" for Partnership Schools, Foundation Schools, and in the state. It shows that the percentage of teachers relatively new to the district (4 years or less) was much higher in Partnership Schools (33.9%) than in Foundation Schools (24.5%) or statewide (24.5%).

An opposite trend can be seen for Foundation Schools. A substantially higher percentage of teachers in Foundation Schools had been in the district 11 years or more (64.9%) than had teachers in Partnership Schools (49.1%) or teachers in the State (50.9%).

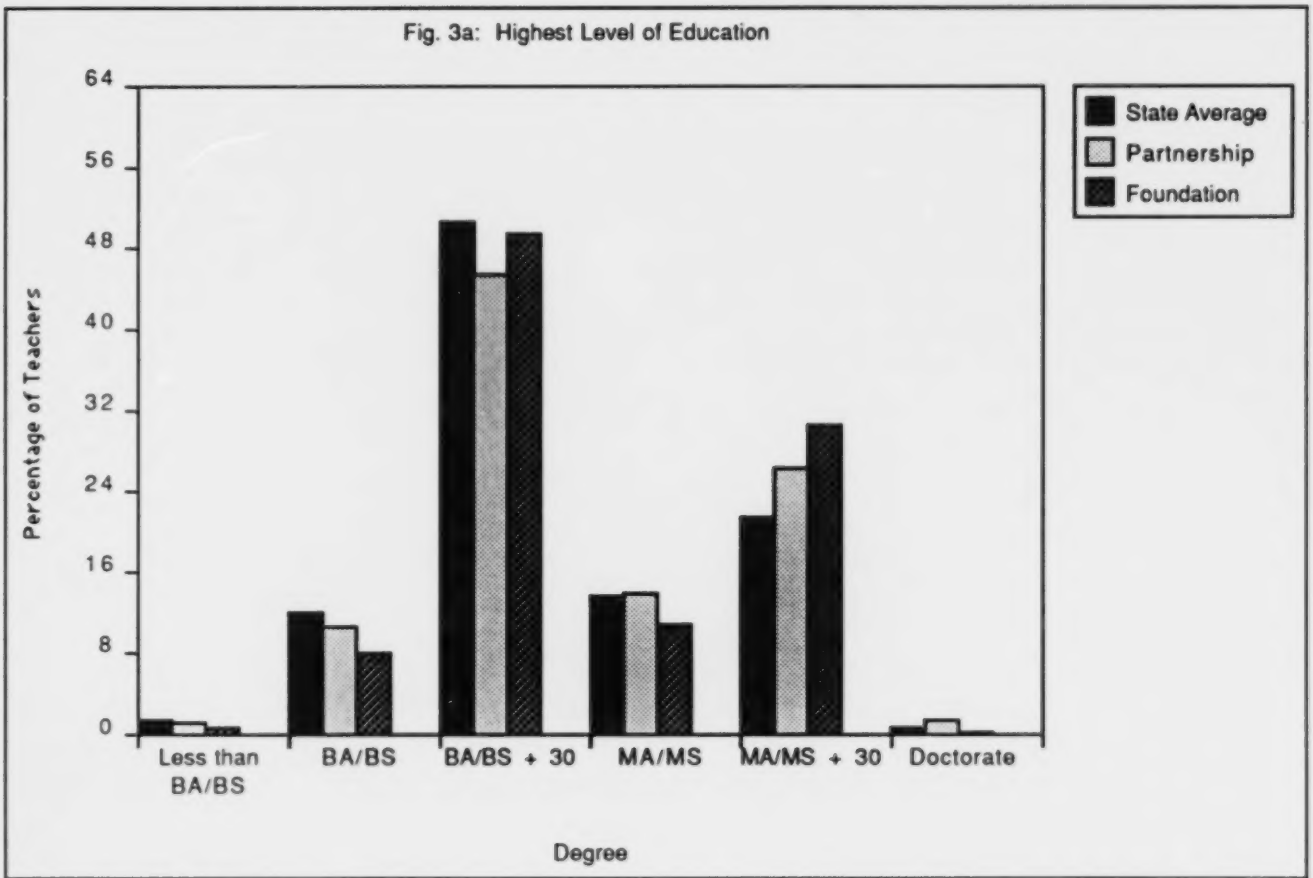
Types of teaching credentials. The middle grade reform efforts sparked a re-examination of teaching credential requirements in California. Under the current requirements, it is very difficult for teachers who have <u>either</u> secondary education or general education teaching credentials to implement the CIM agenda. Teachers with a secondary single-subject credential may not teach in a core block involving more than one subject. This restriction impedes the implementation of interdisciplinary team teaching in multiple subjects, one of the primary recommendations in CIM. Teachers with a general education teaching credential may teach in a core block involving more than one subject but may not teach a single subject in a departmentalized setting. The California Commission on Teacher Credentialing is considering alternative standards for middle grades teachers.

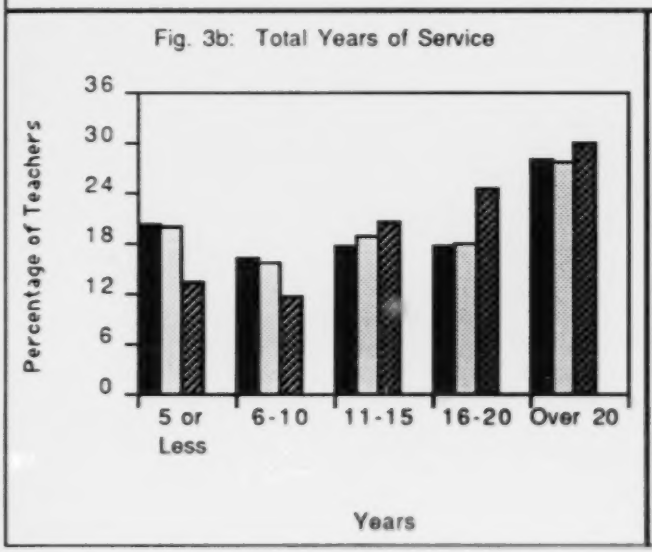
An analysis of the types of teaching credentials held by Partnership and Foundation School teachers showed that fewer general education degrees (40.8%) were held than were held statewide (64%). This finding was not surprising since the statewide percentages included all K-12 teachers and Partnership and Foundation Schools were primarily configured to serve grades 6-8 and 7-8. As might be expected, then, a slightly higher percentage of Partnership and Foundation School teachers held secondary education credentials than did teachers statewide. In addition, higher percentages of Partnership and Foundation School teachers held specialized credentials than did teachers statewide, especially for English/drama and social science but also for life science, mathematics, and physical education. Teachers holding specialized credentials are able to teach both in a departmental setting and in a core block. It will be interesting to look at changes in credentialing over time after credential standards for middle grades have been revised.

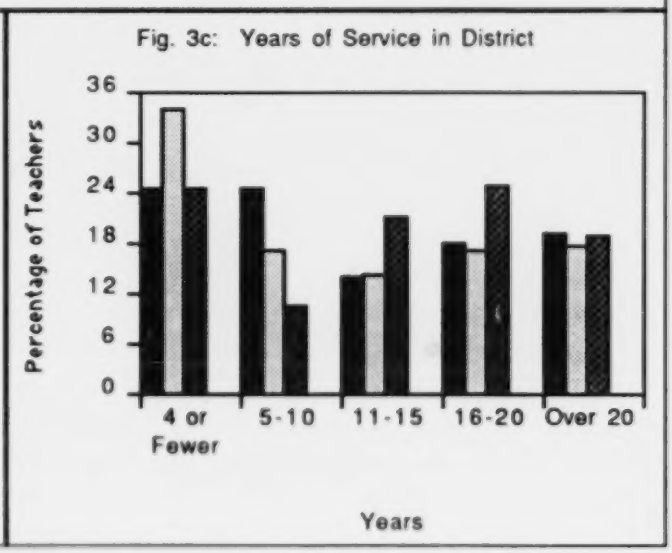
<u>What Were the Characteristics of Students in Partnership and Foundation Schools</u>?

Enrollment. Statewide, there is an equal distribution of students in grades 6, 7, and 8. That is, approximately 33% of the students in the middle grades are in 6th, 7th, and 8th grades respectively. However, most students enrolled in Partnership and Foundation Schools were in grades 7 and 8 because

Figures 3a, 3b, & 3c: Teacher Demographics (1987-1988)







more schools served these grades than served grade 6. Figure 3d shows the student enrollment by grade level for the 98,002 students enrolled in Partnership and Foundation Schools.

The majority of participating students (76.7%) were in the 7th and 8th grades, about 14% were in the 6th grade, and 9.7% were in an "other" category. Students in this latter category were either ungraded or were in grades other than 6-8. Students in the "other" category can be explained by the 11 different grade configurations served by Partnership and Foundation Schools. Figure 3e displays the percentage of students enrolled in schools serving each of the 11 grade configurations.

The intent of the middle grade reform is to improve the educational services to students in the middle grades (6-8) regardless of the configuration of the school housing those students. CIM did, however, recommend that school facilities legislation eliminate fiscal disincentives for building 6-8 schools and eliminate fiscal incentives for building 7-9 schools. A shift in this direction was detected during Foundation School site visits, and the future analyses will show how many school actually re-configured to a 6-8 grade span.

Attendance, Socioeconomic Status (SES), and Percent on Aid to Families with Dependent Children (AFDC). Students in Partnership and Foundation Schools were comparable to other students statewide with respect to attendance and SES. The school percentages for "annual rate of actual attendance" varied considerably for these schools with ranges from 77.8% to 99.2%. The State average for annual rate of actual attendance was 93.3%. The SES ratings for both grades 6 and 8 were slightly, although not significantly, higher than the State average.

The percent of students receiving AFDC in Partnership Schools was fairly comparable to the State averages, although it was slightly lower in the 6th grade and moderately higher in the 8th grade. However, the percent of students from families receiving AFDC in Foundation Schools was substantially higher than in Partnership Schools or in the State. Figure 3f shows this noteworthy difference between Partnership and Foundation Schools with respect to percent on AFDC. While this difference is interesting, it should be noted that the elevated percentage of students on AFDC in Foundation Schools was an artifact of the small numbers of Foundation Schools. The Foundation School in the Los Angeles Unified School District (Region F) had 93.9% of its students on AFDC in both grade 6 and 8. With only 10 Foundation schools, a single extreme number like this profoundly effects the group average.

Ethnic Distribution. More than half (52%) of students in Partnership and Foundation Schools were from minority ethnic groups. This percentage was slightly higher than the State average of 50%. In general, while the percentage of students in most ethnic groups served by schools in the network was comparable to those served statewide, there were some exceptions. Figure 3g shows that there were proportionally more Hispanic students served in Partnership Schools than were served in the average school statewide. This situation was primarily due to high enrollments of Hispanic students in the Los Angeles Unified School District (Region F). Further, the percentage of Blacks served by Foundation Schools was 14.7% compared with 9.1% statewide because the Region F Foundation School (Los Angeles Unified School District) served a student population which was 73.5% Black.

Figures 3d & 3e: Student Demographics (1987-1988)

Fig. 3d: Student Enrollment by Grade Level
Total Enrollment: 98,002

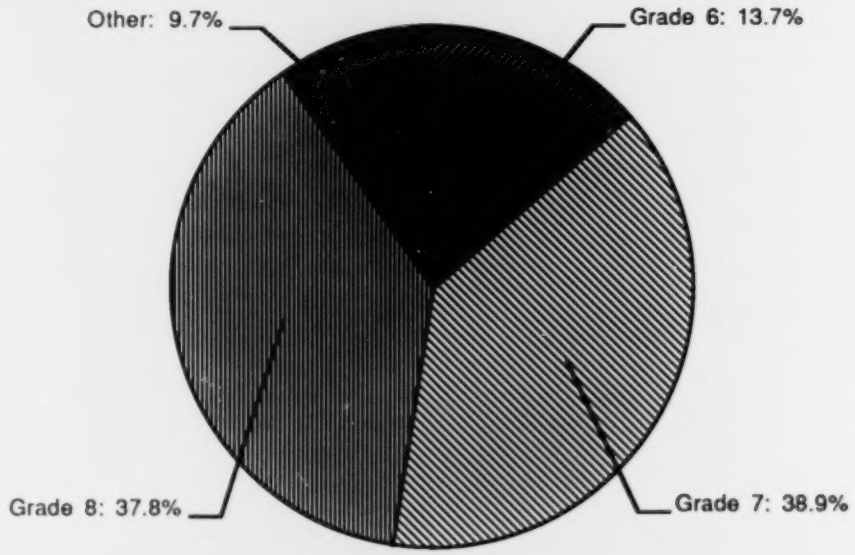
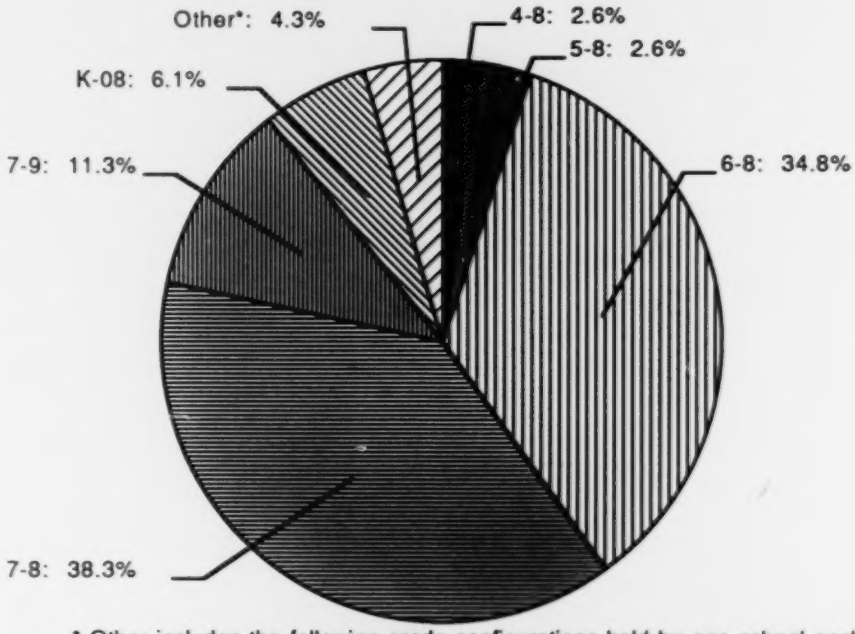


Fig. 3e: Grade Configurations



* Other includes the following grade configurations held by one school each:
1-8, 3-8, 6-9, 7-12, K-7.

Language Data. Partnership Schools had a higher percentage of students who reported Spanish as their primary language than was found statewide, as shown in Figure 3h, because of the higher percentages of Hispanic students served by Partnership Schools in the Los Angeles Unified School District (Region F).

Academics. Students in the 6th grade in Partnership schools scored below the State average on California Assessment Program (CAP) subtests on reading, writing and mathematics. Students in the 6th grade in Foundation Schools, however, scored well above the State average on these three tests. In the 8th grade, Partnership School scores slightly exceeded the State average on some subjects. Foundation Schools again scored above the State average on all subjects. These trends are shown in Figure 3i, and 3j.

Instructional Minutes per Week and Number of Writing Assignments During the Past 6 Weeks. In the sixth grade, Partnership and Foundation Schools reached or approached the 250 minutes per week per subject recommended in CIM for 6th graders in reading/literature (270 minutes) and language arts (256 minutes). They fell short of the recommended 250 minutes per week in Math (248 minutes), History/Social Science (225 minutes) and Science (213 minutes).

In the 8th grade the amount of instructional time allocated for history/social science, mathematics, and science by Partnership and Foundation Schools was close to the 250 minutes per week recommended in CIM. However, Partnership and Foundation Schools fell short of the recommended 250 minutes per week in reading/literature (205 minutes) and in language arts (220 minutes). Foundation and Partnership Schools were functionally equivalent in terms of the amounts of instructional time they devoted to each subject.

What Do We Know and What Can We Learn from School, Staff, and Student Characteristics?

There were noteworthy differences between Project schools and other schools in the State. Staff in Project Schools had achieved higher levels of education and had put in slightly more years of service than the average teacher statewide. Staff in Project Schools were much more likely to have been in the school district 4 or fewer years and much less likely to have been in the school district 5 to 10 years than the average teacher statewide.

Students in Project schools were comparable to students statewide in terms of SES, attendance rates, and percent from families receiving AFDC in 6th grade. However, there were more students from families receiving AFDC in 8th grade in Project schools than statewide. Further, there was a higher percentage of Hispanic students in Project schools. Accordingly, these schools faced greater language challenges than did the average California school. These student differences, however, were primarily due to the high-minority, low-income student populations in the Los Angeles School District (Region F).

Figures 3f, 3g, & 3h: Student Demographics (1987-1988)

Fig. 3f: Percent on AFDC

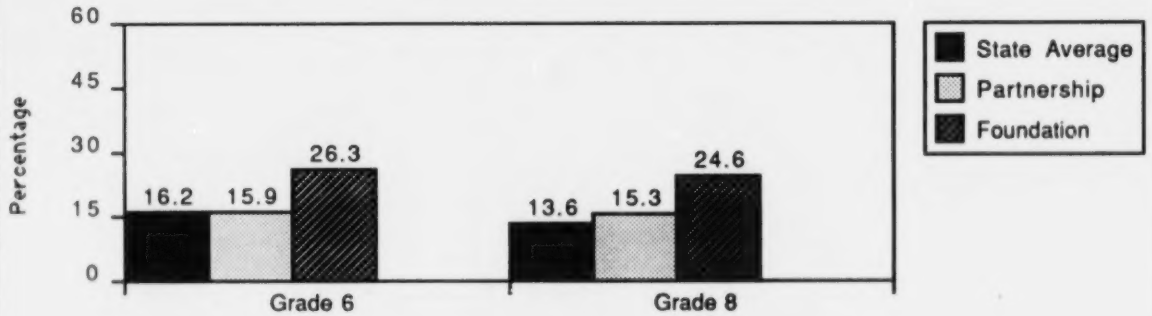


Fig. 3g: Enrollment of the 3 Largest Ethnic Groups

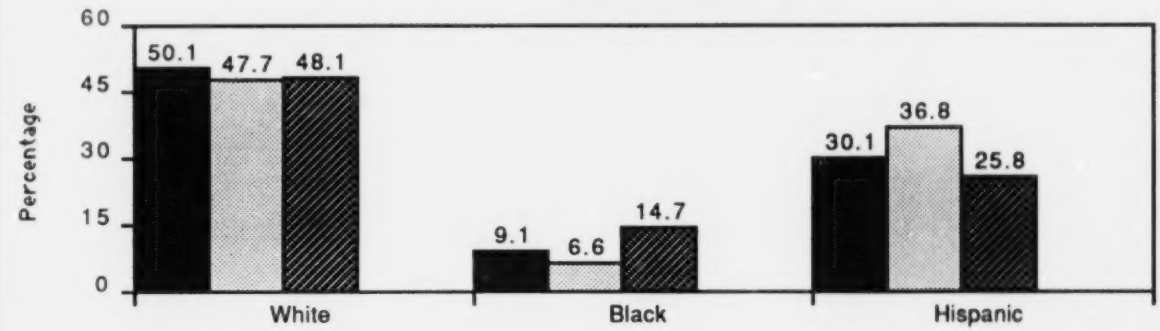
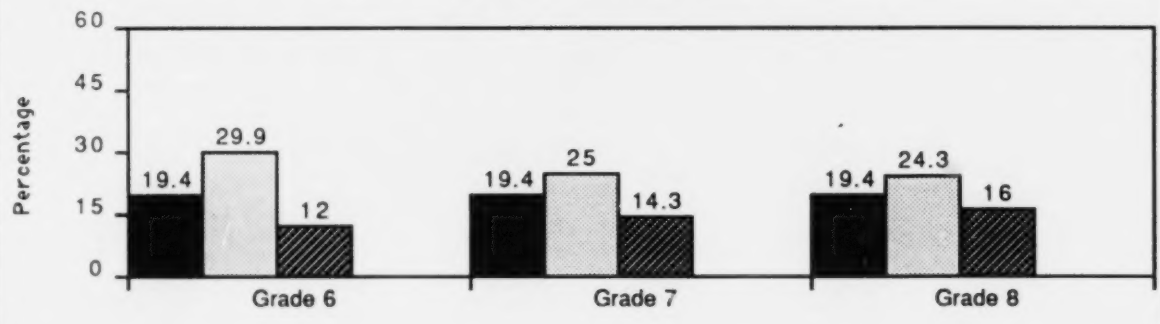


Fig. 3h: Language Census Data
-Percent Spanish as First Language-



Figures 3i & 3j: Academics (1987-1988)

Fig. 3i: California Assessment Program Scaled Scores
Grade 6

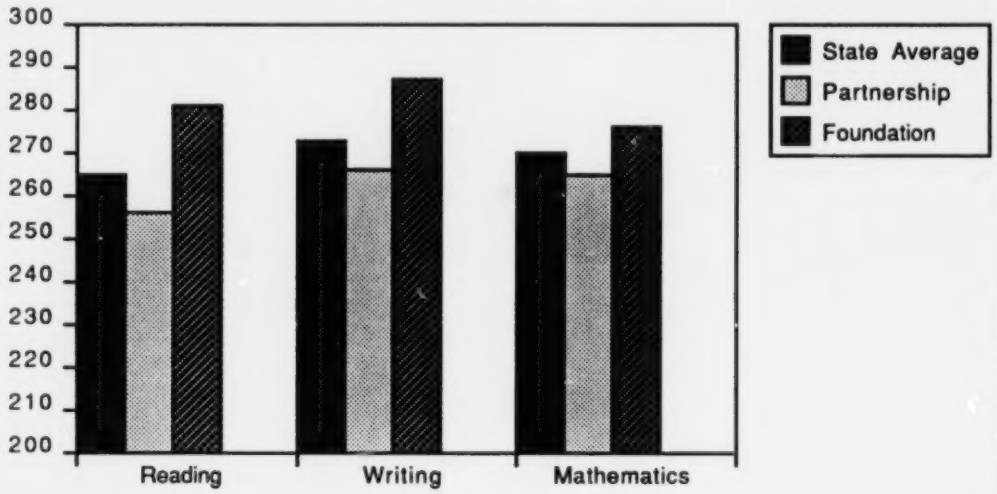
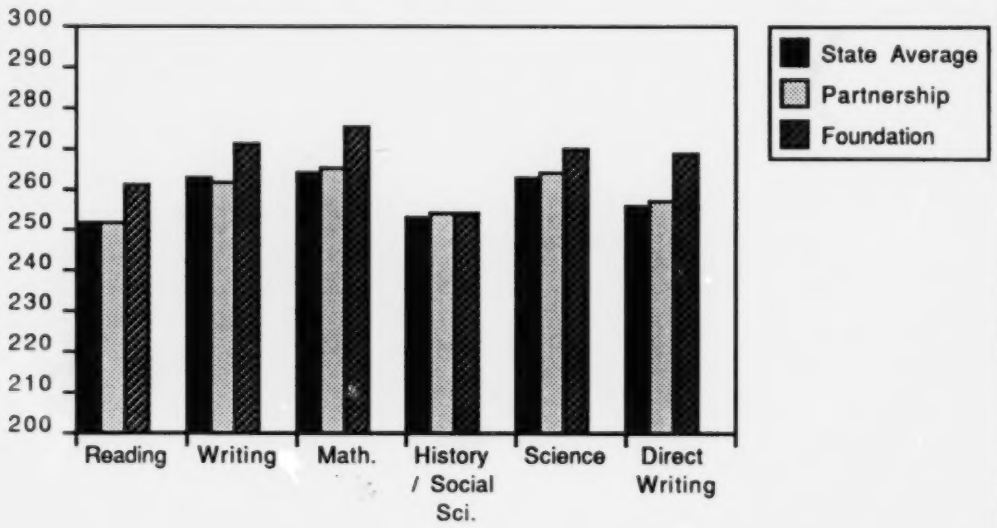


Fig. 3j: California Assessment Program Scaled Scores
Grade 8



With regard to student staff characteristics, no clear predictors were found regarding readiness for school reform when comparing Project schools with schools statewide. Much more was learned through the comparison of Partnership schools and Foundation Schools. (Keep in mind that Foundation Schools were selected for their ability to model excellence as well as their ability to facilitate the reform efforts of schools in their region. Thus, most Foundation Schools were presumably further along in their reform efforts than were Partnership Schools).

There were noteworthy differences between staff in Foundation and Partnership Schools. It appeared that staff in Foundation Schools were slightly older, more likely to hold a Master's degree plus 30 units, and had more total years of service than staff of Partnership Schools. These characteristics are all highly correlated and, in general, suggest that Foundation School staff are more seasoned. Further, the data suggest that Partnership Schools may have had a higher rate of recent staff turnover and, in response, hired teachers from outside the district. Foundation Schools, in contrast, had either retained their staff 11 years or more, or their new teachers were from other schools within their respective districts. The seniority clause in many district contracts would make it possible for more experienced teachers to transfer to the school of their choice--in this case, the Foundation School.

There were also differences between students in Partnership and Foundation schools. Foundation Schools served much higher percentages of students from families receiving AFDC and Black students due to the population served in the Los Angeles Unified School District (Region F). Also, students in both the 6th and the 8th grade in Foundation Schools scored higher on the CAP subtests than did in those Partnership Schools or students statewide. Students in Partnership Schools scored around the State average on all their CAP subtests. It will be interesting to see how their subtest scores will compare with the State average in three years.

On the average, then, the more experienced, more educated, and more stable staff in Foundation Schools served diverse student populations that performed quite well on the CAP test. To what degree staff characteristics contributed to the test scores of students in Foundation School cannot be ascertained. However, the next section of this report looks at the reform efforts of Foundation and Partnership Schools.

E. REFORM EFFORTS AS REPORTED IN THE PROGRAM DESCRIPTION SURVEY

This section presents data on the effort Partnership and Foundation Schools reported relative to the recommendations in CIM during the first year of the project. The information was obtained by means of a survey mailed to the principals of all 115 schools in February, 1989. Surveys were completed by and returned from 108 schools (94%). A detailed description of the survey design and methodology can be found in Appendix B.

The intent of the survey was to determine where schools were when they began their school efforts and where they expected to be in three years relative to the recommendations in CIM. Accordingly, principals were provided descriptions related to recommendations in CIM and asked to circle the rating that best described their school NOW and then to circle the rating they believed would best describe their school IN THREE YEARS. This dual rating approach was useful for several reasons. First, it forced a more realistic NOW rating since the principals were asked to think ahead and project their own change ratings IN THREE YEARS. Second, the difference between the NOW rating and the IN THREE YEARS rating provided considerable information about where efforts were being extended. That is, if the NOW rating was high and the IN THREE YEARS rating was high (thus, the difference score was low), it indicated that the principal and/or staff saw little need for improvement. If the NOW rating was low and the IN THREE YEARS rating was low, it indicated that the principal and/or staff was unwilling or unable to change in that area. If the NOW rating was low and the IN THREE YEARS rating was high, it indicated that a considerable amount of change was anticipated.

The survey was divided into 6 sections: Curriculum, Interdisciplinary Team Organization, Advisory Activities and Programs, At-Risk Students, Linkages, and Principals' Perceptions of Reform Goals. Trends in each section are presented here.

I. Curriculum

Students in grades 6,7, and 8 shall pursue a common, comprehensive, academically oriented core curriculum which prepares them for success in high school and which provides them with the foundation required to exercise future academic and career options.
CIM, 1987

In preparing students to be responsible citizens, CIM recommends they be exposed to a common core of knowledge which includes the following subjects: reading/ literature, language arts, mathematics, science (and health), history and geography, visual and performing arts, physical education (and health), advisory, and elective/exploratory courses. CIM recommends a specific amount of time for each subject and alignment of the curricula in each subject with the Model Curriculum Guides: K-8.

Was Schools' Core Curriculum in Alignment with the Model Curriculum Guides (K-8)?

The vast majority of Partnership and Foundation Schools (90%) had revised their core curriculum to align with the Model Curriculum Guides.[2] Further, ten out of 11 principals indicating that their core courses had not been revised added qualifying comments to this question indicating that their schools were currently in the process of revising the content of their core courses.

Principals who reported a recent revision of the content of their core courses were asked to indicate the degree to which each core subject matched the Guides NOW and the degree to which they expected the subject to match IN THREE YEARS. Principals were asked to select a degree of match from 0 (No Match) to 3 (High Match) - for both time periods. The ratings for both time periods and the difference between the 2 ratings is shown in Table 1. The subjects are shown in order of expected improvement, with the subject of highest expected improvement listed first.

Not surprisingly, most principals anticipated a nearly perfect match in three years in all subjects. The highest degree of match NOW was in English/Language Arts. The lowest degree of match NOW was in History/Social Science and in The Visual and Performing Arts. This finding is not surprising since the Guides for these latter subjects became available only recently. Appropriately, it was in these subjects that the greatest degree of improvement was anticipated.

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[2] The Model Curriculum Guides (K-8) and the Model Curriculum Standards (9-12) were developed by the Superintendent of Public Instruction and the California Department of Education with assistance of hundreds of teachers, administrators, curriculum specialists, and university faculty. The Model Curriculum Standards (9-12) were published in 1985 as mandated by the Hughes-Hart Educational Reform Act of 1983 (Senate Bill 813, Chapter 498, Statutes of 1983), which also mandated uniform statewide high school graduation requirements. The Model Curriculum Guides (K-8), were developed to be consistent with the Standards and the Frameworks. The Guide for Mathematics was published in 1987; for English/Language Arts and Science, in 1988. The purpose of the Guides is to ensure that students in grades K-8 receive optimal academic study.

TABLE 1

Average Degree of Match for Core Curriculum Subjects
with the Model Curriculum Guides
(All Partnership and Foundation Schools)

0-No Match 1-Low Match 2-Moderate Match 3-High Match

	NOW	IN THREE YEARS	DIFFERENCE
History/Social Science	1.7	2.9	1.2
Visual and Performing Arts	1.5	2.6	1.1
Science	2.1	2.9	.8
English/Language Arts	2.3	3.0	.7
Mathematics	2.2	2.9	.7

Did Schools Have Homework Policies?

School boards should define a middle grade homework policy. A general guideline for teachers, students, and parents should be a range of eight to twelve hours of homework per week.
CIM, 1987

Most schools (80%) reported that their school had a homework policy. Comments were added by 17 principals on this question. These comments indicated a wide range in the origin of homework policies. While most reported that they had adopted the homework policy established by their district, one school reported that each teacher publishes his or her own policy, and another reported that each department publishes its own policy. Several reported that homework policies were currently being developed as typified by the comment: "We have been struggling with this issue for over a year. We have gone through numerous drafts and hope to have a formal policy in place by 9/89."

Did Schools Offer Exploratory and Elective Courses?

Teachers and principals should adapt or invent scheduling arrangements which facilitate the participation of every student in elective and exploratory curricula without compromising instruction in the core curriculum or conflicting with the provision of student support services.

CIM, 1987

Superintendents and principals should draw on the availability of varied community resources to enable or enhance the provision of a wide range of elective and exploratory curricula for the middle grades.

CIM, 1987

Exploratory courses may or may not be optional, are short in duration, and expose students to a wide variety of topics. Elective courses are optional and provide students the opportunity to pursue in more depth their areas of interest. Ideally, middle grade students are given the opportunity to take a variety of exploratory courses in the earlier grades (e.g., 6,7) and then the opportunity to pursue their new interests in more depth through elective courses in later years (e.g., 7,8).

Exploratory Course Enrollment. Nearly three-fourths of the schools which served grade 6 offered exploratory courses to their 6th graders. However, only 61% made these courses available to 100% of their 6th grade students. Figure 4a displays the percentage of schools which offered exploratory courses and, of those, the percentage which offered the courses to 100% of their students at each grade level. The percentage of schools offering exploratory courses decreased from 73% in the 6th grade to 46% in the 8th grade. Further, the percentage of schools that enrolled 100% of their students in their exploratory courses decreased from 61% in the 6th grade to 56% in the 8th grade. These decreases in exploratory courses in the upper grades are consistent with recommendations in CIM. Students in the upper grades should be enrolling in elective courses.

Elective Course Enrollment. Almost all schools serving 8th grade students offered elective courses to their 8th grade students (94%). Further, most of these schools (75%) enrolled 100% of their students in these courses. As shown in Figure 4b, the percentage of schools which served grades 6, 7 and/or 8 and offered elective courses increased from 69% in the 6th grade to 94% in the 8th grade. The percentage of schools which offered the courses and enrolled 100% of the students in elective courses increased from 60.7% in the 6th grade to 75.2% in the 8th grade. Again, this trend is consistent with the recommendations in CIM that the older middle grade student should be exposed to the more in-depth detail of the elective course.

What Types of Exploratory and Elective Courses Were Offered?

A wide variety of elective courses were offered, more so than was found for exploratory courses. Further, a review of the types of courses listed by principals showed no systematic difference between courses called Exploratory and those called Elective. Both types included computer, music, art and similar courses. There were, however, twice as many different examples of elective courses listed as exploratory courses. This finding is inconsistent with the recommendation that students should be exposed to a wide variety of exploratory courses that are followed by specific electives for more in-depth study.

How Did Foundation and Partnership Schools Differ on Curricula?

Foundation Schools were further along in their work on curricula than were Partnership Schools. All ten Foundation Schools had recently aligned their curricula with the Guides. Their ratings on the specific alignment of each subject both NOW and IN THREE YEARS were slightly higher and displayed a higher degree of current alignment as well as a higher expectation for future alignment. Only one Foundation School did not report a homework policy. Differences between Foundation Schools and Partnership Schools were less detectable with respect to their respective offerings types of Exploratory and Elective courses. There was no compelling evidence that Foundation Schools were further along in their efforts in this area than were Partnership Schools.

Figures 4a & 4b: Exploratory and Elective Courses

Fig. 4a: Exploratory Courses - Percentage Offering Courses and Percentage Serving 100% of Their Students in These Courses by Grade Level

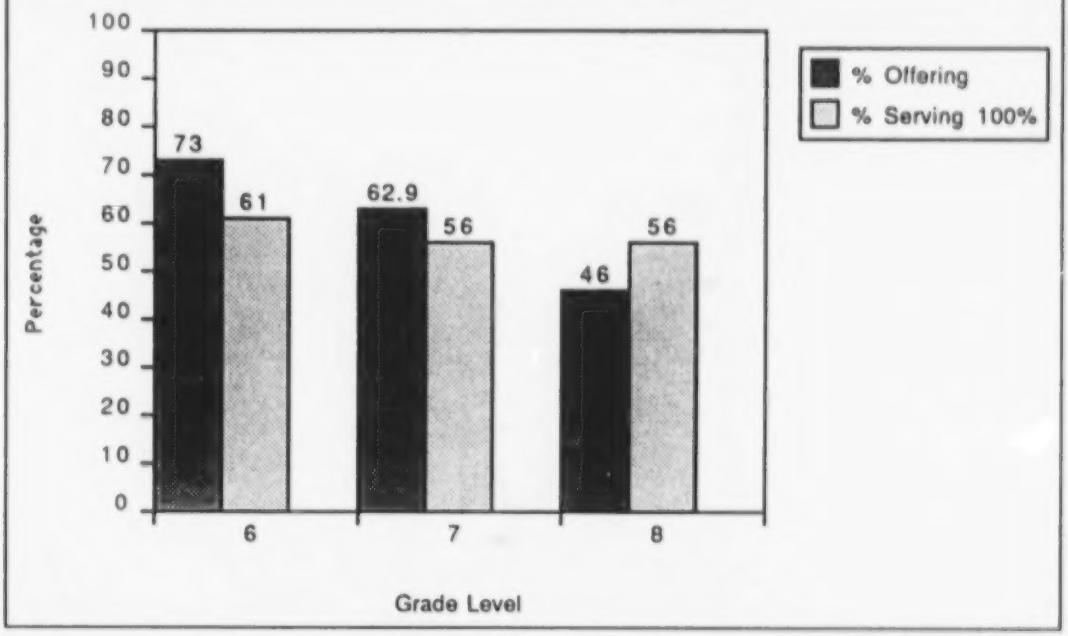
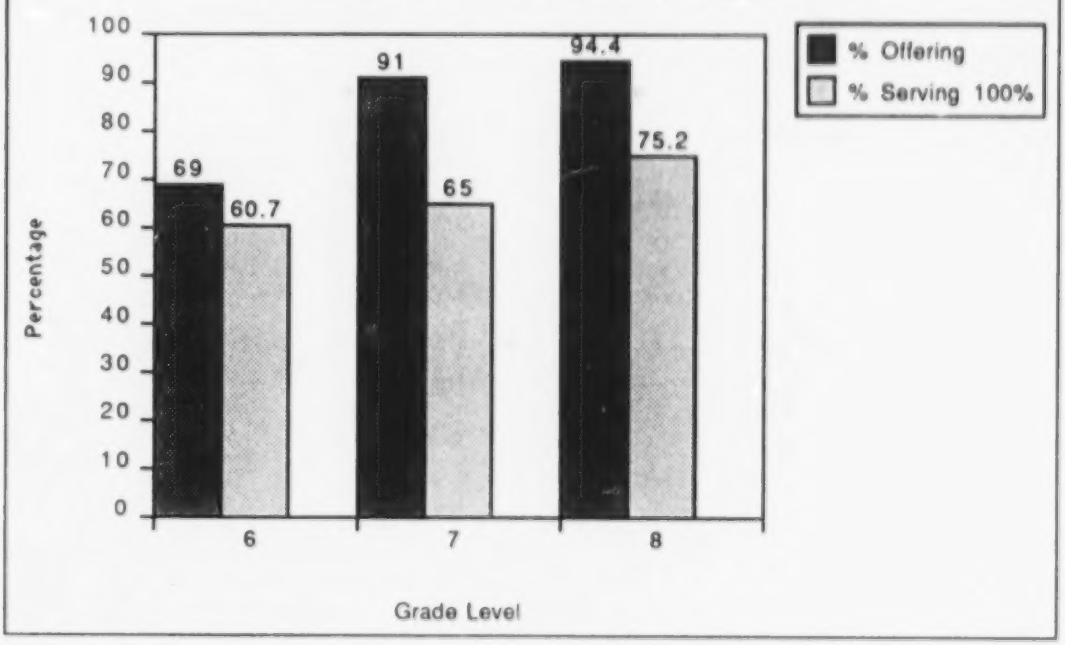


Fig. 4b: Elective Courses - Percentage Offering These Courses and Percentage Serving 100% of Their Students in These Courses by Grade Level



II. Interdisciplinary Team Organization

Superintendents and principals should ensure that the concept of team organization characterizes and permeates the structure of middle grade schools. Specifically, teachers should:

a. Share the same students as extensively as possible.

b. Work together with the needs of those common students in mind.

CIM, 1987

The importance of the use of interdisciplinary teams in the middle grades is emphasized in CIM, and their adoption is a sign of active middle grade reform. Interdisciplinary teams are defined in the following manner:

> An interdisciplinary team is comprised of 2 or more teachers, each with a different subject area specialization, who share the same students-usually for extended blocks of core instructional time-and who plan and teach together with the expressed purpose of integrating their respective branches of knowledge.
>
> The use of interdisciplinary teaching teams assigned to core instructional blocks is a distinctive feature of middle grade education. This approach is contrasted to traditional junior high schools which are typically departmentalized. In the latter instance, students are assigned to separate classes-usually one period in length-for each subject. Their teachers meet together by subject area specialization rather than by teams.

To What Degree Had Schools Implemented Interdisciplinary Teams?

About two-thirds (69%) of the schools had implemented interdisciplinary teams in some or all of their middle grades. As shown in Table 2, the earliest interdisciplinary team was instituted in 1975, and over half (60%) started in 1987 or 1988. The 1987 and 1988 start-up of interdisciplinary teams coincided with the publication of CIM and the beginning of the application process for the Regional Networks. Thus, it seems likely that CIM and the implementation of the California agenda for reform in the middle grades may have had a positive influence on the formation of these interdisciplinary teams.

TABLE 2

Number of Interdisciplinary Teams Started Each Year
(All Partnership and Foundation Schools)

1975 - 1	1980 - 2	1985 - 8	
1976 - 1	1981 - 3	1986 - 4	
1977 - 1	1982 - 1	1987 - 17	TOTAL - 71*
1978 - 0	1983 - 3	1988 - 26	
1979 - 0	1984 - 0	1989 - 4	

*Two schools did not report the start-up year of their interdisciplinary teams.

What Was the Extent of Interdisciplinary Teaming?

Although nearly 70% of the schools had implemented interdisciplinary teams, only 18% had teams at all three grade levels. Some schools had one or more interdisciplinary teams at one or more grade levels which served a portion of or all students. Sixty-four percent of schools serving 7th grade had teams at the 7th grade level; 55% of schools serving 8th grade had teams at the 8th grade level; 54% of schools serving 6th grade had teams at the 6th grade level. (Teams were also reported in grades 5 and 9 in some schools, thus accounting for the 70% figure reporting interdisciplinary teams.)

What Comments Were Made with Respect to Interdisciplinary Teaming?

Sixty principals commented on the state of the interdisciplinary teams in their schools. A variety of reasons for not having teams at all grade levels were reported, including the need to pilot test their teams prior to expansion and the existence of problems which impeded the formation of teams such as staff resistance, scheduling, credentialing and school size. The most frequent comment (N=20) indicated that interdisciplinary teaming either had been implemented on a pilot basis recently and expansion was planned, or that a pilot team was planned for the next year. For example:

> This is a pilot year for interdisciplinary teaming; 26% of the 7th grade and 27% of the 8th grade are in classes with interdisciplinary teaming. We plan to expand this program in 1989-1990.

> Teaming began on an experimental basis. Since success breeds growth, the 8th grade (team) will be implemented in 1989-1990.
>
> It is a new concept for our teachers. We are planning to implement interdisciplinary teaming on a volunteer basis next year-1989-1990.

The second most frequent comment (N=9) addressed the problem of staff resistance to the concept of interdisciplinary teaming. For example:

> At the 6th grade level, I do not have any teachers (yet) willing to risk working with someone else. They want to be "left alone" to teach.
>
> Teachers are not ready for that step. Very traditional Junior High School program.

Other comments identified problems with scheduling (N=6), credentialing (N=5) and school size (N=5). Comments in these areas included:

> At grade 8, social studies and English plan together and have the same kids but do not share the same prep. At all other grades, prep planning is the same period. This is due to scheduling constraints.
>
> We are a 7-12th grade high school district. Credentialing has been a problem since we have no multiple subject credentials.
>
> Small school size limits placement for staff and does not permit a common planning period. We do utilize a variety of teaching situations for every teacher and have all staff involved in planning and the evaluation of curriculum.

There were a number of comments pertaining to a core block, usually for social studies and English. A few comments were ambiguous, and it was not certain if the principal clearly understood the difference between a core class taught by one instructor and a core class shared by team members. One respondent was clearly confused, as evidenced by this comment:

> Presently we are focusing on an interdisciplinary core - one teacher teaches the same students English and Social Studies in a two hour block of time.

Additionally, the comments pertaining to credentialing limitations may indicate a confusion about teaching assignments in a core class with the concern that a team member must hold credentials for both core subjects. Another respondent showed clear understanding of the important difference between core blocks and an interdisciplinary team:

> Students receive interdisciplinary teaching in a Language Arts/Social Studies core, but this does not involve interdisciplinary teaming.

What Was the Current Status and Expected Status of Interdisciplinary Teaming?

Improvement was expected in all areas of interdisciplinary teaming. A scale comprised of seven items related to interdisciplinary teaming measured each school's assessment of where they were NOW compared to where they would like to be IN THREE YEARS on each item. Table 3 shows the average ratings for all schools for each item NOW and IN THREE YEARS. The items are organized in descending order based on the DIFFERENCE (the amount of expected change) between the two ratings. At the time of the survey the area of greatest difficulty (as indicated by the lowest NOW rating) was flexible scheduling.

TABLE 3

Elements of Interdisciplinary Teams

(Definitely No=0 to Definitely Yes=5)

INTERDISCIPLINARY TEAM MEMBERS:	NOW	3 YEARS	DIFFERENCE
...evaluate curriculum in more than one academic area	2.4	4.3	1.9
...can make use of flexible scheduling	2.1	3.9	1.8
...have common planning period(s)	2.5	4.2	1.7
...plan curriculum in more than one academic area	2.8	4.4	1.6
...have joint responsibility for the same group of students	3.0	4.4	1.4
...teach in more than one academic area	2.5	3.7	1.2
...are located in the same area of the building	2.8	4.1	1.2

An analysis of the difference between the NOW rating and that expected IN THREE YEARS gives an indication of the areas where schools intend to focus their efforts and where they anticipate the greatest improvements. Marked improvement was anticipated with respect to the evaluation of curriculum in more than one academic area, followed by the use of flexible scheduling. These two elements received the lowest NOW ratings. Other areas where improvement was expected included the scheduling of common planning periods for team members and having team members plan curriculum in more than one area. Only moderate change was expected with respect to teachers sharing joint responsibility for the same students since its NOW rating was already high.

The two areas of least expected change were not surprising. Both have understandable constraints which limit the degree to which they could be attained in 3 years. New credentialing standards prohibit teachers in the middle grades from teaching outside of their credentialed content area unless they have an elementary credential. Consequently, principals expected the least change in terms of team members being able to teach in more than one academic area. Similarly, building configurations are not easily changeable and therefore may limit the opportunity to house team members in the same area of the building. Both these elements had relatively low IN THREE YEARS ratings because only limited improvement was expected.

How Did Foundation and Partnership Schools Differ on Interdisciplinary Teams?

Foundation Schools were much further along in their implementation of interdisciplinary teams than were Partnership Schools. At the time of the survey only one Foundation School had not yet implemented interdisciplinary teaming. Further, a larger proportion (33%) of the Foundation Schools had moved on to school-wide teaming (all grades) than had Partnership Schools (16%).

The strongest evidence for the difference between the two groups was shown by an analysis of the ratings of the elements of interdisciplinary teams. The overall average NOW rating by Foundation Schools was a full point higher than for Partnership Schools. Further, Foundation Schools had higher aspirations for their interdisciplinary teams since their IN THREE YEARS ratings were moderately higher than those of Partnership Schools.

III. Advisory Activities and Programs

"Advisory" programs should become a standard feature of middle grade education.

CIM, 1987

Advisor-advisee programs should be provided which build strong student-teacher relationships; the teacher adviser should follow the same students throughout their middle grade years.

CIM, 1987

The purpose of advisory programs and activities in the middle grades is multifaceted. CIM recommends that advisory programs and activities include teacher-based advisor-advisee programs, group guidance programs, peer advising programs, conventional counseling programs, parent-student-staff conferences, classroom conversations with successful persons, and motivational assemblies. Both academic counseling and personal growth issues are addressed in advisory programs through these approaches. Of all possible advisory programs and activities, CIM most strongly recommended teacher-based advisor-advisee programs to provide academic and personal counseling, to assist at-risk students, and to ease the transition of students into middle school. With teacher involvement in the academic as well as personal lives of the student, advisement becomes proactive - shaping student development in the emotional, social, physical as well as intellectual arenas. In contrast, the traditional advisory program was reactive - providing guidance to students after problems had arisen.

What Types of Advisory Programs and Activities Were Offered?

Schools offered a wide variety of advisory programs and activities. Figure 4c shows the percentage of principals checking each program or activity. Eighty percent or more of the principals checked motivational assemblies, one-to-one meetings with the guidance counselor, and parent-student-staff conferences. It was encouraging to see that nearly 60% of the principals reported that teacher based advisor-advisee programs were part of their school advisory programs. The schools that had a teacher-based advisor-advisee program reported that the average number of students assigned to each teacher-advisor was 25 in the 6th grade, 28 in the 7th grade, and 31 in the 8th grade.

The least frequently checked programs or activities were career development courses, cross-age advising and peer-advising. According to CIM, these are particularly critical to students at-risk of dropping out and those underrepresented in college enrollments.

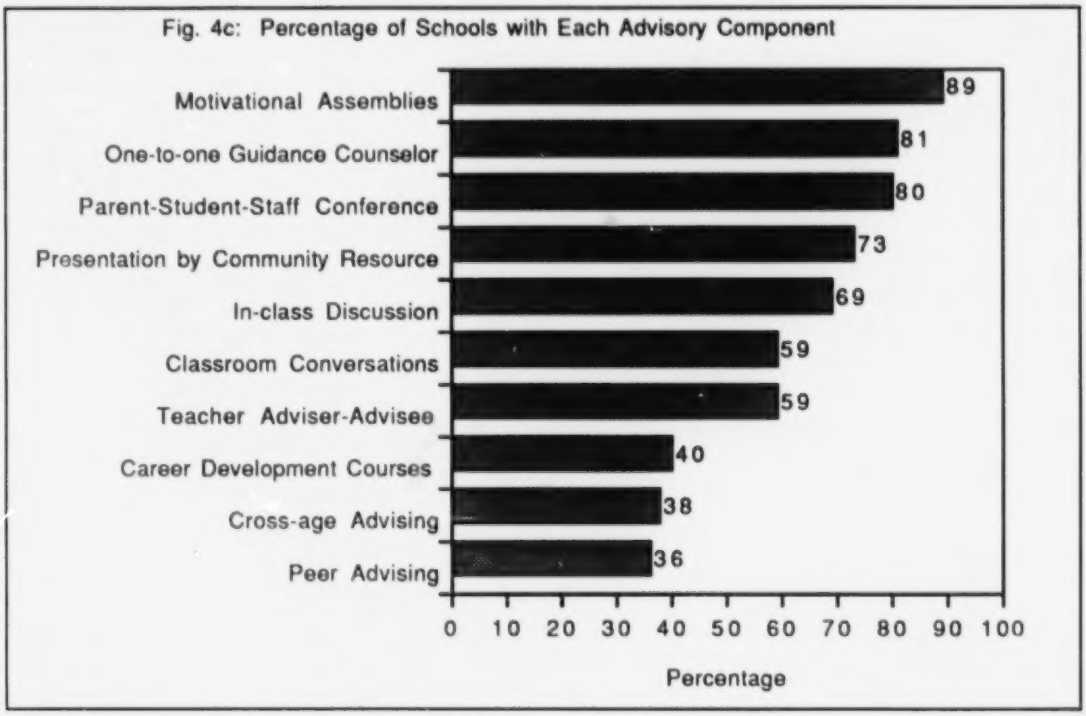
Principals were given an opportunity to add advisory programs or activities offered at their schools with an "other" category. The other programs or activities listed tended to be teacher-developed activities such as principal classroom visitations, responsibility counseling at noon, personnel counseling with visiting counselor, character education and study skills groups. A number of programs or activities listed in this other category are described in more detail in the section of this report on at-risk students.

Were Self-Esteem Programs Offered?

The first challenge for schools which enroll middle grade students is to make sure that they are "connected" to the goals and purposes of their schools in positive ways, and have an opportunity to increase their self-esteem.

CIM, 1987

Figure 4c: Types of Advisory Programs and Activities



The majority of principals (82%) described advisory programs or activities specifically designed to increase the self-esteem of their students. The most frequently mentioned were local awards programs, usually unique to a school. These programs had colorful and enthusiastic names such as the Super Royal Program, the Super Students Program, the YES program. The structure of such programs was usually the same: students earned points for exhibiting the desired behavior. These points were then exchanged for an award during a ceremony.

The second most frequently mentioned program was Quest Skills for Adolescence. Quest is a curriculum based program serving students in grades 6-8.

How Much Time Do Students Spend in Advisory Programs and Activities?

The average amount of time students spend in advisory programs and activities per week at all grade levels exceeded the amount of time recommended in CIM. Principals reported that the average minutes per week for advisory activities ranged from 52 to 55. CIM recommends 50 minutes per week for advisory activities.

What Were Principals' Perceptions of the Effects of Their Advisory Programs and Activities?

Principals expected the effects of their advisory programs to improve over the next three years, especially in the provision of information regarding career options to students and in teaching students how to prepare for their continued education.

A scale was constructed of effects that might be attributed to an advisory program. All effects were taken directly from CIM. Principals were asked to rate the applicability of each statement to their advisory program NOW and their expectation for the effect IN THREE YEARS. The average ratings NOW and IN THREE YEARS, and the DIFFERENCE between those two ratings are displayed in Table 4. Those effects where the most change was expected are listed first.

The two effects with the lowest NOW ratings and those expected to show the greatest improvements were related to continued education and career counseling. Since fewer than half the schools had reported having career development components in their advisory programs, and since academic career counseling is stressed in CIM, it makes sense that this would be viewed as an area needing improvement. A strong focus in CIM is providing equal access to all students to college preparatory classes and on encouraging students underrepresented in college enrollments to pursue higher education. It seems likely that high ratings on these two items may reflect efforts to encourage underrepresented students to pursue a college education.

TABLE 4

Mean Ratings on Effects of School Advisory Programs

Definitely No=0 to Definitely Yes=5

Our Advisory Program:	NOW	IN THREE YEARS	DIFFERENCE
...provides information on career options	2.2	4.2	2.0
...teaches students how to prepare for their continued education	2.6	4.5	1.9
...gives students the feeling that there is at least one adult in the school who truly understands them	2.9	4.7	1.8
...provides students with positive student role models	2.7	4.5	1.8
...helps students feel as if they are a part of the school community	3.0	4.7	1.7
...provides information on academic options	2.9	4.5	1.6
...provides for "on-the-spot" assistance for personal and group problem solving	3.0	4.6	1.6
...helps staff feel as if they are a part of the school community	3.0	4.5	1.5
...provides students with positive role models	3.5	4.8	1.3
...provides information on school-sponsored activities	3.6	4.8	1.2

The effects where the least change was expected were those which received the highest NOW ratings. These included the effects related to how connected a student may feel with staff and the school. Despite the high NOW ratings, however, improvement was still anticipated to some degree on these effects.

What Types of Detection and Referral Programs Were Offered?

Most schools (82%) reported advisory programs and activities which were provided by outside agencies. CIM urges the creation of programs which give students access to health services for cardiovascular fitness, early detection of communicable diseases, and nutrition, dental, vision and hearing screening. In addition, there was encouragement for the development of programs that lead to:

> Identification and appropriate professional referral of cases involving alcohol and drug abuse, substance abuse, suicidal tendencies, pregnancies, obesity, and other types of potentially life-threatening situations.

Unfortunately, a review of the descriptions of these programs showed that few schools had gone beyond traditional vision and dental screening. There were only a few examples listed that showed evidence of programs and referral systems that might address issues such as substance abuse or suicide. These examples included Child or Student Study or Impact teams. CIM defines these as teams of faculty and staff who detect or anticipate student needs and make referrals accordingly. The creation of these teams is a step in the right direction. There does appear to be a need, however, for the creation of comprehensive programs which detect problems and utilize local prevention or intervention services.

How Did Foundation and Partnership Schools Differ on Advisory Programs and Activities?

In many cases, Foundation Schools reported a greater number of types of advisory programs and activities. They were more likely to report parent-student-staff conferences (100% vs. 80%), motivational assemblies (100% vs. 80%), one-to-one meetings with the guidance counselor (90% vs. 80%), teacher-based advisor-advisee programs (70% vs. 57%), classroom conversations with successful persons (70% vs. 58%), peer advising (67% vs. 33%), and cross-age advising (50% vs. 37%). They were also more likely to report health detection and referral programs (89% vs. 81%). All but one Foundation School reported specific programs designed to improve students' self-esteem. They were less likely, however, to report presentation by community resource personnel (70% vs. 73%), regularly scheduled in-class discussions (60% vs. 70%), and other career development courses (30% vs. 41%).

In general, Foundation Schools rated themselves higher NOW on their advisory programs than did Partnership Schools. The average NOW rating on all effects for Foundation Schools was about .25 of a point higher than the average NOW rating for a Partnership School. The Foundation School ratings for IN THREE YEARS were also just slightly higher than those for Partnership Schools. In general, Foundation Schools were ahead of the Partnership Schools in their Advisory Programs, although their lead was marginal.

IV. At-risk Students and Underrepresented Minorities

Students needing the most guidance on career options and continued education are often referred to as at-risk. Those at-risk are defined as:

> Students - still enrolled in school - who , for a wide variety of reasons, have failed to identify with the academic values associated with a formal education.

Such students are at risk of dropping out. They are also often those underrepresented in college enrollments - Blacks, Hispanics, first generation Asian immigrants, Pacific Islanders, Filipinos, and American Indians.

CIM recommends a number of interventions for students at risk of dropping out and those underrepresented in college enrollments. Among the recommendations were: providing peer, cross-age and adult tutoring programs; using cooperative learning strategies; helping students with study skills, learning to learn strategies, communication skills, and test-taking skills; and providing academic counseling.

What Types of Drop-out Prevention Programs Were Offered?

Over three-fourths of the schools (79%) reported programs designed to prevent students from dropping out. Principals listed a wide variety of types of programs from advisory programs to study and tutorial programs all reportedly designed to prevent drop-outs. The most frequently mentioned types of programs were counseling programs, opportunity programs, tutorial and study skills programs and activities specifically designed for at-risk students. These types of programs are consistent with those recommended in CIM. However, principals also tended to list programs which served a wide variety of purposes. These programs were not strong indicators of intentional program development to prevent drop-outs.

What Types of Programs for Parents of At-risk Students Were Offered?

Less than half of the schools (41%) reported programs or activities for parents of students at risk of dropping out. A review of the list of these programs showed that parent/meetings and conferences were most frequently listed followed by classes and programs for parents.

What Types of Programs for Underrepresented Minorities Were Offered?

Preparing underrepresented minorities for college enrollment is perhaps one of the greatest thrusts of CIM and of the middle grade reform movement in general. In keeping with the effort to increase the percentage of minority students prepared for enrollment in college preparatory classes in high schools, CIM encourages schools to provide the necessary academic training for these students in terms of study, communication and test-taking skills. In addition,

involving IHEs and businesses in the preparation of these students was suggested.

Only about half (51%) of the schools had programs specifically designed to encourage students underrepresented in college enrollment to prepare for college. However, most of the specific programs listed were formal in nature and were designed specifically for the target population. Unlike many drop-out prevention programs which appeared to be general in nature, programs for underrepresented minorities were more focused and consistent with the types recommended in CIM.

How Did Foundation and Partnership Schools Differ on Programs and Activities for At-risk Students and Underrepresented Minorities?

Again, Foundation Schools showed more evidence of historical efforts in middle grade reform in these areas than Partnership Schools. They were more likely to report programs for underrepresented minorities and programs for parents of students at risk of dropping out. They were equally as likely to report programs for students at risk of dropping out.

V. Linkages

The idea of creating linkages extends beyond establishing relationships with other schools. It includes establishing relationships with businesses, industries, community organizations, institutions of higher education and so on. CIM recommended establishing links that would improve middle grade education as well as the lives of middle grade students.

Principals were provided with a list of 10 possible types of organizations and service agencies and asked to indicate the degree to which they had utilized each service (none, low, medium, or high). Where they had utilized services, they were asked to circle a grade that best describes the quality of the service received from each agency or organization (A=excellent, B=above average, C=average, D=below Average, F=poor).

To What Degree Were Services of Organizations Utilized?

At least 65% of the schools utilized services provided by all but one of the listed organizations as shown in Figure 4d. (The organizations are listed in order of descending utilization.) The services most frequently utilized by schools were those provided by law enforcement and social service agencies. These agencies have had a traditional association with schools throughout the years. Historically, they involved reactive involvement - that is, the agencies were called in response to a problem. As one principal noted: "Police resource officers are used for campus law violations." However, there is evidence to

suggest that these service agencies are now becoming involved with the schools in non-traditional ways. Law enforcement agencies sponsor "Just say NO" programs, and social service agencies are providing group activities to teach students social and problem solving skills.

Figure 4d shows the total percent of schools which utilized each service to some degree. The different shades of the bars show what proportion of low utilization, medium utilization, and high utilization of each service. An examination of the top dark grey area at the right end of each bar (representing high utilization) reveals that the proportion of the schools reporting high utilization ranged from about one-third for law enforcement agencies and IHEs to a very low proportion for other Partnership Schools, and 2% for Foundation Schools. This relatively low rate of utilization of Partnership and Foundation Schools most likely reflects the fact that, at the time of the survey, schools had been in the Network only six months. A dramatic increase in the utilization of services and experiences of other Network Schools is expected.

What Types of Services Were Utilized?

Principals were asked to describe the nature of services which they had utilized to a high degree. There was at least one example of services provided by every type of agency or organization. Law enforcement services were described by 20 principals, with Project DARE (Drug Abuse Resistance Education) appearing most often, followed by the involvement of the police in school crime problems. In a number of schools, specific officers had been assigned to the school. Law enforcement officers were also involved in prevention programs and in service training on gang/drug issues in at least one school.

Services provided by Institutions of Higher Education (IHE) were described by 17 principals. IHE personnel had been involved in conference activities in several regions, provided in service and staff development training, provided student teachers, and provided support on curriculum development. IHE involvement was also reported on specific programs such as those described for underrepresented minorities. Since IHE involvement is strongly encouraged in CIM, these examples are very encouraging.

Other examples of services received were provided as well. A number of schools had successfully established linkages with businesses and mentioned specific businesses such as McDonnell Douglas and Hewlett-Packard. Several schools had been adopted by businesses. Services provided to schools by CDE staff were primarily in terms of resources and assistance. County Offices of Education provided staff development, textbook information, and provision of resource materials. Partnership and Foundation Schools were mentioned in terms of shared services such as "share instructional and motivational ideas regularly."

How Did Principals Rate the Quality of Services They Received?

Services by Partnership and Foundation Schools received the highest ratings, and services provided by health, religious and social service agencies

received the lowest ratings. Figure 4e provides information about the satisfaction schools which had utilized resources reported. For the purpose of this report, satisfaction was defined as a rating which was above average (B) or excellent (A).

It is exciting to see that Partnership and Foundation Schools received the highest percentage of A's and B's. Partnership Schools were given As and B's by 91% of the schools which had established a linkage. Foundation Schools were given A's and B's by 85% of the schools which had established a linkage. Further, no schools rated Partnership Schools lower than a C (and Foundation Schools were given a D and a F by only 1% of the schools). These ratings suggest that, although not all schools established contact with other Partnership Schools or with their Foundation Schools in the first year, those that did were highly pleased with their contact. In fact, they rated the services they received from Partnership and Foundation Schools higher than services they received from any other source. This degree of satisfaction will hopefully be contagious and encourage those schools which have not established contact to do so in the future.

Services provided by law enforcement were also well received by the majority (75%) of the schools. Although more than half of the schools reported high satisfaction with services received from IHEs, businesses, their COEs and the CDE, a substantial percentage of the schools gave these resources a "C" or lower grade. Attention should be paid to the reasons why these services received low ratings in order to increase satisfaction with these services in the future.

The lowest grades were given to social service and religious organizations. Social services were the second most frequently utilized services and yet received D's and F's from 20% of the schools which had utilized their services. This rating had twice as many D's and F's as for any other agency. There should be further study of this source of dissatisfaction, given the high rate with which these services are utilized. Services from religious organizations were received by only about 25% of the schools, and over half of those receiving the services rated them as a C or lower. Religious organizations evidently provide services to middle grades schools which are less valued than the services from other resources.

How Did Foundation and Partnership Schools Differ on Linkages They Established?

Foundation Schools were much more likely to have utilized most services and reported higher degrees of satisfaction with the services they received than the Partnership Schools. There was only one noteworthy exception. Foundation School utilization of the services provided by IHEs was comparable to, rather than higher than, the utilization of such services by Partnership Schools. Further, there were no noteworthy differences between Partnership and Foundation Schools with respect to satisfaction with IHE services.

Figures 4d & 4e: Linkages

Fig. 4d: Percent of Schools with Low, Medium & High Utilization of Each Service

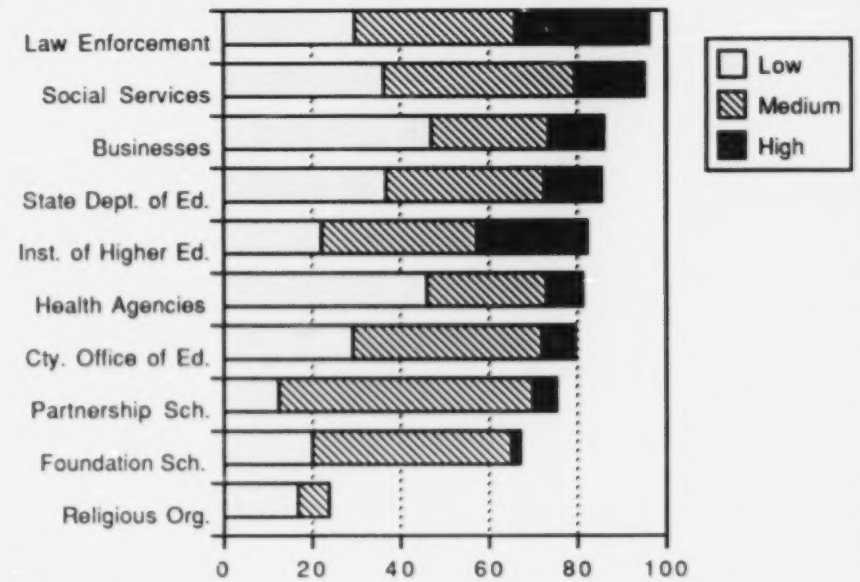
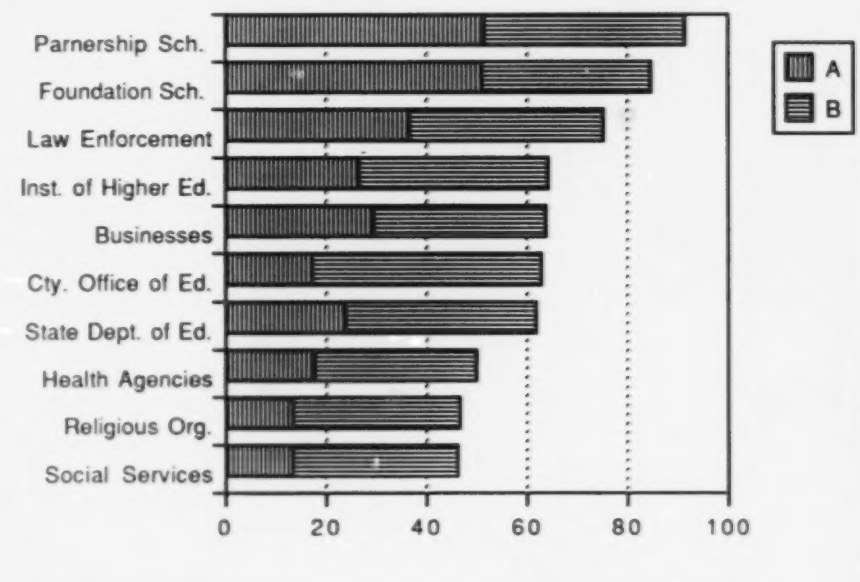


Fig. 4e: Percent of Schools Giving an A or B Grade to Each Service



VI. Principals' Perceptions of Reform Goals

The expectation of improvement to some degree in all areas of middle grade education was shown again by the degree of change principals anticipated with respect to a variety of reform goals. The ratings on these goals were collected in order to complement information obtained elsewhere in the survey. Principals were asked to rate 30 descriptions of reform goals as they related to their school NOW and again as they expected them to relate IN THREE YEARS. Each item was rated on a scale from 0 (Definitely no) to 5 (Definitely yes). Although items were listed randomly, they were grouped for the purpose of this report into 10 categories: middle grade education, linkages, active learning strategies, expectations, recognition, school community, discipline, scheduling and interdisciplinary team organization, curriculum, and advisory programs. Table 5 shows the NOW, IN THREE YEARS, and DIFFERENCE ratings for each item by category. The categories are presented in order of most to least expected change. (Expected change was calculated by averaging the difference score for all items in a category.)

Scheduling and Interdisciplinary Team Organization. This category consisted of one item on flexible scheduling and one on teacher perception of interdisciplinary teaming. They are both in this category because flexible scheduling is often viewed as an integral part of interdisciplinary teaming. The item on flexible scheduling received the lowest NOW rating (1.8) as well as the lowest IN THREE YEARS rating (3.8) of all 30 items in the scale. Despite the low IN THREE YEARS rating, the difference score was still the largest of any item on the scale. Clearly, principals saw a great need to further their adoption of flexible schedules and yet expected to only partially adopt such scheduling. The item on positive teacher perception of interdisciplinary teaming received a relatively low rating at the time of the survey but was expected to improve considerably over the three year period. (The average difference score for this category was 1.7.)

Linkages. The 2 items on this category pertained to the recruitment, and utilization by teachers, of parents and community members. There was moderate improvement anticipated in community involvement. However, a greater degree of change was anticipated in the utilization of parents and community members by teachers. Both the NOW (2.2) rating and IN THREE YEARS (4.0) rating on this latter item were the second lowest out of all 30 items. Thus, as was seen for flexible scheduling, improvement was anticipated but there was no expectation of full accomplishment of this item. (The average difference score for this category was 1.5.)

Active Learning Strategies. The three items in this category pertained to: 1) teachers' use of instructional methods designed to contribute to active learning environments; 2) teacher training in active learning strategies; and 3) teacher efforts to eliminate tracking. A moderate amount of improvement is anticipated in these three areas. A moderate amount of improvement is anticipated in these three areas. (The average difference score on this category was 1.4.)

TABLE 5

Mean Ratings on Miscellaneous Reform Goals NOW and IN THREE YEARS

Category	Item	NOW	IN THREE YEARS	DIFFERENCE
Scheduling and Interdisciplinary Team Organization	Scheduling is flexible based on teacher discretion.	1.8	3.8	2.0
	Interdisciplinary teaming is viewed positively by teachers.	3.1	4.5	1.4
Linkages	We actively recruit the volunteer services of parent and/or community members.	3.2	4.4	1.2
	Our teachers fully utilize the services of parents and/or community members in their instructional practices.	2.2	4.0	1.8
Active Learning Strategies	Our teachers enthusiastically try new instructional methods designed to contribute to an active learning environment.	3.4	4.8	1.4
	Our teachers have received training in the use of active learning strategies.	3.3	4.8	1.5
	Teachers in our school understand the negative effects of tracking and are actively working to eliminate it.	3.3	4.5	1.2
Curriculum	Our curriculum is focused on student personal development as well as academic achievement.	3.3	4.7	1.4
	There is a wide variety of extra curricular programs available to students.	3.3	4.5	1.2

Category	Item	NOW	IN THREE YEARS	DIFFERENCE
Advisory Programs	Students feel they have at least one adult to whom they can go for academic and/or personal advice.	3.5	4.8	1.3
	Every student is well-known by at least one staff member at this school.	3.4	4.8	1.4
Middle Grade Education	Our teachers are knowledgeable about the developmental characteristics of young adolescents.	3.5	4.8	1.3
	We are offering intensive staff development in areas related to middle grade education.	3.4	4.6	1.2
	A high % of our teachers have participated in staff development training in areas related to middle grade ed.	3.7	4.7	1.0
	Our teachers are familiar with the recommendations in CIM.	3.6	4.9	1.3
	Our teachers are working to implement the recommendations in CIM.	3.7	4.9	1.2
Recognition	We have a formal system for recognizing outstanding student achievement.	4.4	4.9	.5
	Students are frequently recognized for good behavior and/or achievement on an informal basis.	4.0	4.9	.9
	We have a formal system for recognizing outstanding teacher performance.	2.7	4.5	1.8
	Teachers are frequently recognized for their efforts on an informal basis.	3.8	4.8	1.0

Category	Item	NOW	IN THREE YEARS	DIFFERENCE
Expectations	Our teachers have high expectations for academic standards for all students.	3.5	4.8	1.3
	Our teachers have high expectations for personal and social behavior for all students.	3.9	4.8	.9
School Community	Administrators and teachers collaboration decisions about school-wide policies that affect students.	3.9	4.8	.9
	All our school personnel support the philosophy, goals, rules and procedures of the school.	3.7	4.8	1.1
	Our teachers have a sense of efficacy and optimism.	3.5	4.7	1.2
Discipline	Parents support our policy on discipline.	4.0	4.7	.7
	Our walls are clean of graffiti.	4.2	4.7	.5
	Teachers have consistent procedures in classroom disruptions which they enforce with confidence.	3.9	4.8	.9
	Our students and staff feel safe while in our school.	4.2	4.9	.7
	We have few problems with vandalism and theft.	3.8	4.6	.8

Curriculum. The two items in this category pertained to having a curriculum that focused on personal development as well as academic achievement and on the availability of extracurricular activities for students. Extracurricular activities are those outside the normal curriculum and are seen as important for students who are struggling academically (to give them a sense of "connectedness" to the school) and for those successful in academics (to give them a well-balanced education). Moderate improvement was anticipated on these items. (The average difference score for this category was 1.3.)

Advisory Program. The two items on advisory programs concerned student relationships with staff. Moderate change was anticipated both on creating relationships that gave students the sense that there was at least one adult they could go to for academic advice and on ensuring that all students were well known by at least one adult. (The average difference score for this category was 1.3.)

Middle Grade Education. The five items in this category pertained to staff training in and understanding of adolescent characteristics and middle grade reform. Moderate improvement was expected in the: 1) knowledge of teachers about adolescents; 2) amount of staff development opportunities; 3) the percentage of teachers participating in staff development; 4) staff familiarity with CIM; and 5) staff implementation of recommendations in CIM. These latter two items were expected to improve considerably over the three year period. (The average difference score for this category was 1.2.)

Recognition. The four items in this category looked at formal and informal recognition of personal behavior and academic achievement in students and of staff performance. The NOW ratings on the two items on student recognition and on the item on informal recognition of teacher processes were quite high, indicating satisfaction with the current recognition processes. The recognition process that was viewed most critically was the formal recognition of teacher performance. The NOW rating on this item was the third lowest NOW rating on all 30 items. All recognition processes were expected be operating on a high level in three years. (The average difference score for this category was 1.1.)

The average difference score on the three remaining categories was less than 1.0. All items had moderately high NOW ratings and moderately high IN THREE YEARS ratings. That is, the current level of satisfaction was high, yet effort will be extended to further increase that satisfaction level over time.

Expectations. The ratings on the two items showed that current teacher expectation for students' academic performance and for their personal and social behavior was relatively high but that improvement was still anticipated. (The average difference score for this category was .85.)

School Community. The three items in this category addressed the: 1) collaboration of staff with administration in school policy making; 2) staff support of school philosophy, rules and procedures; and 3) teachers' sense of efficacy and optimism. The current ratings on these items was relatively high. (The average difference score for this category was .73.)

Discipline. Five items addressed school discipline and safety issues. Most of the NOW ratings were relatively high on this item as were most the ratings expected IN THREE YEARS. (The average difference score for this category was .7.)

How Did Foundation Schools Differ from Partnership Schools with Respect to Miscellaneous Reform Goals?

Higher ratings on all descriptions NOW as well as IN THREE YEARS again provided evidence that Foundation Schools were both further along in their efforts and they intended to achieve to a greater degree the goal of optimal middle grade education for their students. Considering that Foundation Schools were selected on the basis of their reputation for excellence in middle grade education, their higher NOW ratings were to be expected. However, it should be noted that their expectation for change was not proportionally greater than the expectation of Partnership Schools. Their NOW ratings were higher and their IN THREE YEARS ratings were also higher, but the difference between these two ratings was equivalent to the difference between the two ratings in Partnership Schools.

What Can We Learn From Responses on the Survey?

Reform in the area of curriculum had already begun and most schools had revised their core curriculum to match the Guides. Areas needing to be strengthened included the alignment of History/Social Science and the Visual and Performing Arts with the Guides. Work was also needed to increase the number and types of exploratory courses offered at the 6th grade level.

The initiation and expansion of interdisciplinary teams was an area where schools had exerted considerable focus and attention. Over half of the schools had implemented interdisciplinary teams within the past two years on a pilot basis and fully anticipated expansion over the next three years. One area where improvement was anticipated was in the amount of teacher "buy-in" to the concept of teams. An area currently weak where improvement was not expected was in the adoption of flexible schedules.

Schools offered a wide variety of advisory programs and activities. The amount of time allocated weekly for advisory activities already exceeded the amount of time recommended in CIM. Areas where improvement was expected included provision of career and continuing education to students and increasing the number of schools offering teacher-based advisor-advisee programs. Programs to enhance the self-esteem of students were reported by the majority of schools. Although most schools offered social, emotional, and health detection and referral programs, there was little evidence of innovative or responsive programming. Further, schools could make better use of community services.

Programmatic offerings for at-risk students and those underrepresented in college enrollments would benefit from review, revision, and expansion. The most carefully designed programs were offered to underrepresented minority students. However, only about half of the schools provided such programs.

Similarly, the types of programs described for parents of students at risk of dropping out showed promise but were only offered by about half of the schools. A large proportion of the examples of programs to prevent students from dropping out tended to be general in nature, and not designed specifically to meet the needs of these students. However, there were examples of exemplary programming for all these purposes. Distribution of descriptions of these programs among schools could greatly facilitate the improvement of these programs.

Historically, schools have established linkages with business and community organizations, and these traditional relationships were evidenced. All organizations and agencies listed had been utilized with varying degrees of satisfaction. However, the linkages most strongly encouraged in CIM (such as IHEs, Partnership and Foundation Schools) were those reported least frequently. Hopefully, increases in these relationships will be seen over the next three years. The high satisfaction schools reported following their association with other Partnership Schools and with their Foundation School was very encouraging.

CONCLUSIONS AND RECOMMENDATIONS

The results of this interim evaluation are encouraging. There is evidence that, six months into the three year project, schools were beginning to implement recommendations in CIM and principals anticipated making considerable strides toward achieving their reform objective over the three year period. Assuming that principals objectively rated their ongoing and their anticipated reform activities, the current momentum, when coupled with assistance from the CDE and Foundation Schools, should contribute to a successful project.

Nearly all schools surveyed had recently revised their core curriculum to align with the Model Curriculum Guides, and most subjects were reportedly in fairly good alignment. However, there was still work to be done in the subjects of History/Social Science and Visual and Performing Arts. These subjects needed to be better aligned with the Guides, and the time spent on each subject needed to increase to match the recommendations in CIM. Another facet of the core curriculum worthy of strengthening was the number and type of exploratory courses offered to 6th grade students.

The creation and the expansion of interdisciplinary teams had been and will continue to be a major focus in the Partnership and Foundation Schools. The focus on interdisciplinary teaming appeared to be facilitated by the publication of CIM and the genesis of the Regional Networks. While most schools started teaming on a pilot level, all comments indicated that schools intended to expand their current level of interdisciplinary teaming to include additional grade levels and greater numbers of students. While a number of comments pointed to difficulties in implementing interdisciplinary teams, the comments were made in the spirit of continued intent to move toward school-wide teaming. One area where improvement was anticipated was in the amount of teacher "buy-in" to the concept of teams. Also, an area currently weak and where improvement was not expected was in the adoption of flexible schedules. Because the master schedule is critical to the successful adoption of a variety of middle grade reforms, schools should be provided with assistance in implementing flexible schedules.

Schools offered a wide variety of advisory activities and programs. In fact, the amount of time currently devoted to advisory actually exceeded the amount of time recommended in CIM. However, the innovative programs recommended in CIM such as cross-age and peer tutoring were least likely to be offered. Peer and cross-age tutoring are thought by many to represent the lowest cost/highest benefit ratio of the middle grade interventions. Adoption of these programs should be strongly encouraged. Further, the review of examples of social, emotional, and health detection and referral programs showed little evidence of innovative or responsive programming. Since so few schools have moved beyond traditional vision and dental screening procedures, there is a real need to determine why schools and service agencies have yet to coordinate in their efforts to serve students.

Current programmatic offerings for at-risk students and those underrepresented in college enrollments did not appear as a strength on the Program Description Survey and would benefit from review, revision, and expansion. The most carefully designed programs were offered to underrepresented minority students, but only about half of the schools provided such programs. Similarly, the types of programs described for parents of students at risk of dropping out showed promise but also were only offered by about half of the schools. A large proportion of the examples of programs to prevent students from dropping out tended to be general in nature and not designed specifically to meet the needs of these students. There were, however, some descriptions of exemplary programming for all these purposes, and distribution of descriptions of these programs among schools could assist schools in their efforts to improve.

The concept of Partnership was intended to include establishing relationships with other schools as well as with other organizations and agencies. Law enforcement services were most frequently utilized by schools, and principals expressed a relatively high degree of satisfaction with the services they received. Services provided by social service agencies were the second most frequently utilized service, but there was a very low degree of satisfaction with these services. Interestingly, services provided by the Foundation and Partnership Schools were utilized least of all yet received the highest satisfaction ratings. It was encouraging to see that, while schools were slow in building relationships between themselves, those that did so were highly pleased with the results. Less encouraging was the current low use of the services of parents or community members in the classroom by teachers and the expectation that this low rate would continue.

The analysis of the current and expected implementation of the recommendations in CIM has shown areas where schools are reportedly moving ahead with gusto. Curriculum is one example; interdisciplinary teaming is another. In light of their good work, schools should be encouraged to share their strengths systematically through networking. There were many examples of exemplary programs (e.g., teacher-based adviser-advisee programs, self-esteem programs, dropout prevention programs, programs for students underrepresented in college enrollments) which would be highly beneficial to students in other schools. Schools should be sharing their successes with one another.

To maximize the success of the California agenda, it is recommended that Foundation Schools and the CDE continue to provide consultation, training and linkages to assist schools to:

- Increase the alignment of History/Social Science and Visual and Performing Arts curricula with the Model Curriculum Guides and State Curriculum Frameworks.

- Make exploratory courses available to all students at the sixth grade level and utilize the expertise of community members in increasing the types of exploratory courses offered. At many schools this may involve switching the focus from elective to exploratory courses at the sixth grade level.

- Continue in their efforts to implement or expand interdisciplinary teams on a school-wide level.

- Consider options for flexible scheduling.

- Improve the content of their advisory programs especially relative to career development and continuing education.

- Adopt teacher-based advisor-advisee programs.

- Explore and implement innovative programs to detect a wide range of health, social and emotional problems and to provide appropriate referrals.

- Develop or adopt programs <u>specifically</u> designed to: 1) prevent students from dropping out; 2) to increase the opportunity for college education among students underrepresented in college enrollments; and 3) for parents of students at risk of dropping out.

- Implement peer and cross-age tutoring programs.

- Share descriptions of successful programs with other schools.

- Determine the source of dissatisfaction with services provided by social service agencies in order to improve these services.

- Increase the overall utilization of services provided by community organizations and agencies, particularly those provided by County Offices of Education, Institutions of Higher Education, and Foundation and Partnership Schools.

APPENDIX A

DESCRIPTION OF THE INTERIM EVALUATION REPORTS

The interim evaluation of the reform efforts of the Regional Networks of Partnership and Foundation Schools is presented in two technical reports. An Executive Summary provides a synopsis of the major findings from the interim evaluation. These documents are described below.

Executive Summary of the Interim Report: Middle Grade Reform in California - Auspicious Beginnings and High Expectations

The purpose of this report is to summarize the salient findings from the interim evaluation activities. The executive summary provides a full picture of the middle grade reform efforts in California from 1988-89 and 1989-90. This report will be of interest to middle grade administrators and teachers.

Technical Report 1: Middle Grade Reform in California - Current and Expected Attainment of Recommendations in *Caught in the Middle*

The focus of this technical report is on the current and expected achievement of middle grade reforms recommended in *Caught in the Middle* by the 115 schools involved in the Regional Networks. The report also provides a description of the implementation of the reform agenda and provides information about characteristics of students and teachers in Foundation and Partnership Schools. The purpose of this technical report is to provide useful information to the CDE and the Foundation Schools as they assist the Partnership Schools in their reform efforts. Suggestions are provided to ensure that recommendations in CIM are maximally attained. Because of its technical nature, this report will have limited distribution.

Technical Report 2: Middle Grade Reform in California - Regional Processes

This report describes each of the 10 regional networks in terms of demographics, the leadership style of the Foundation School, their regional objectives, and the communication strategies established to facilitate networking between schools. The purpose of this technical report is to provide useful information to the CDE and the Foundation Schools in terms of networking processes. Suggestions are provided to improve regional networking. Because of its technical nature, this report will have limited distribution.

Data Attachment: Middle Grade Reform in California

This document, over 1,000 pages in length, contains a series of tables which display baseline data collected annually by the CDE on school, staff and student

demographics. The data are summarized for all schools, for all Foundation Schools, for all Partnership Schools, for all regions, and for each individual school. It also contains tables of the numeric data and written comments from the survey. Because the attachment contains raw and summarized data tables of interest to CDE staff only, its distribution will be within the CDE only.

APPENDIX B

DESIGN AND METHODOLOGY

The Audiences for the Evaluation

There were three stakeholder audiences invested in the middle grade reform project, each needing specific information about the project: (1) foundations providing funding, (2) staff in the Office of Middle Grades Support Services who administered the reform agenda, and (3) Foundation School staff who facilitated the reform efforts of the Partnership Schools in their individual regions.

The needs of these three stakeholder audiences were carefully considered when designing the evaluation. Specifically, the design allowed for collection of two types of data (process and outcome) to be used for two purposes (formative and summative). Regarding data type, "process" data answer questions pertaining to the steps taken toward reform; "outcome" data answer questions pertaining to the effects or outcomes of a project as a result of the steps taken and processes used. Regarding data use, "formative" data are shared as ongoing feedback regarding program implementation to improve a program as it is being formed; "summative" data are used to summarize the effects of the program once it has been implemented.

The funding foundations wanted to know about the impact of the reform agenda. What happened as a result of the reform efforts? Which efforts had the most positive outcome on students? Answers to questions like these are summative in that they assess the effects of the program once it is completed. In particular, the foundations requested that the final evaluation report highlight those reform components that were most effective. They wanted to provide this information to schools throughout the nation that are also working on middle grade reform.

The other two stakeholder audiences, staff in the Office of Middle Grades Support Services (OMGSS) and staff in the Foundation Schools, were responsible for supporting and managing the Regional Networks during the three year project. They needed current information for their task of providing feedback to Partnership Schools, with the goal of maximizing the effectiveness of reform efforts on a day-to-day basis. Accordingly, two major interim reports were planned to provide this type of data to those working directly with participating schools and regions.

Evaluation Questions

A variety of processes and outcomes may be expected from the middle grade reform efforts of Partnership and Foundation Schools. The evaluation was designed to answer questions about these expectations, and to describe unanticipated processes and outcomes as well.

Questions about the Process of Reform. The most immediate goal for the Foundation and Partnership Schools was to begin to implement the recommendations in CIM. The expectation was not that schools would implement all the recommendations in CIM, but rather that they would implement those that would strengthen their own areas of weakness as locally determined. The degree to which recommendations were implemented addresses the process of reform. Examples of questions about this process are:

1. Which recommendations in CIM did schools plan to implement?

2. Which recommendations in CIM did schools actually implement?

3. What approaches did schools take to implement the recommendations in CIM? (e.g., descriptions of the processes involved with implementing programs.)

4. How did Foundation Schools and Regional Networks facilitate the reform efforts of Partnership Schools?

Answers to these process-oriented questions address both formative and summative considerations. They can be used formatively as feedback throughout the three year project to pinpoint areas where schools and regions could benefit from assistance. Interim reports were designed for this purpose. Answers to process evaluation questions can also be used summatively at the end of the project. They will be used in describing the degree to which the recommendations in CIM were implemented, as well as which recommendations were implemented most frequently. Descriptions of the steps taken in developing and implementing "successful" programs can be disseminated for replication purposes.

Questions about the Outcomes of the Project. Outcome evaluation questions look at how the implemented reforms affected regions, schools, and students. Examples of outcome evaluation questions are:

1. Which programs developed from the recommendations in CIM had the greatest impact in areas such as academic performance, student attendance, and dropout prevention?

2. Which factors (such as leadership, communication strategies, committee structures) were associated with effective regional processes?

3. Which linkages (e.g., with IHEs, COEs, social service agencies) provided the greatest benefit to students?

Data of this type will be collected in the third year of the project and will be presented in the final report.

Evaluation Design

Strategy. In order to collect process and outcome data, the evaluation strategy utilized multiple data collection methods: archive analysis, structured interviews, a mailed survey, and direct observation. The strategy incorporated triangulation of the quantitative and qualitative information to address the limitations of any single method. Quantitative measures were used to statistically measure anticipated outcomes. Qualitative methods were used to provide contextual information related to anticipated outcomes, to obtain information about implementation and change processes, and to provide an opportunity to observe unanticipated outcomes.

Two interim reports were planned to be distributed to both OMGSS and Foundation School staff. These will provide process information needed for ongoing monitoring and revision of the reform efforts. A final report detailing the outcomes will be provided to the funding foundations, the OMGSS staff, participating schools, and to other interested groups. An overview of the major activities planned for the three-year evaluation follows. The results of each evaluation activity can be found in the interim technical reports 1 and 2 and in the final evaluation report. These reports are described in Appendix A. The scheduled time for each activity and the location of the results of each activity is shown below. The methodology associated with each is described following the overview.

Overview of Evaluation Activities and Location of the Results of each Activity

Activity	Year 1988-89	1989-90	1990-91	Report
1. Schools profile database	X		X	Tech 1
2. Development of reform-goals database	X	X	X	Tech 1,2
3. Survey of current and expected attainment of recommendations in CIM	X		X	Tech 1
4. Site visits to all 10 Foundation Schools	X			Tech 2
5. Site visits to a sample of Partnership Schools			X	Final
6. Observation of CDE-sponsored activities	X	X	X	All Reports

Evaluation Methodology

ACTIVITY 1: Development of the School Profile Database

The School Profile Database was developed to maintain a profile of the schools participating over the three year period. Variables in the database include school, teacher, and student demographics, language census, and academic data. Since data of this nature are collected annually by the CDE, existing sources of data were reviewed and a list of variables available in the CDE was constructed. There were four criteria for selecting variables for the profiles: 1) usefulness; 2) integrity; 3) descriptive quality; 4) potential for change over the course of the three-year project.

The baseline data are from the 1987-1988 school year and reflect school characteristics prior to the onset of their reform activities. Profiles will be generated again at the end of year three. An analysis of the changes observed over the three year period will be provided in the final report.

Data Sources. Data included in the School Profile Database were collected from the following three data sources within the CDE.

1. California Basic Educational Data System (CBEDS). CBEDS is a single annual collection of data about school staff and enrollment. All CBEDS data are collected on one day during the school year called "Information Day". CBEDS data included in the School Profile Database were teacher demographics (age, highest level of education, total years of service, years of service in the district, and type of teaching credential) and student demographics (enrollment, attendance, ethnicity, and instructional minutes per week).

2. California Assessment Program (CAP). CAP annually administers achievement tests statewide to students in grades three, six, and eight each spring, and grade twelve each fall. Demographics are also collected as part of the administration of the achievement test. Data collected and/or reported by CAP (for grades six and eight) included in the School Profile Database were (a) the number and types of specially funded programs in schools, (b) student demographic data (socioeconomic status, percent on Aid to Families with Dependent Children, English language fluency, and number of writing assignments during the six weeks preceding the CAP) and (c) student test results data.

3. Language Census (LC). The LC is an annual language census survey of students in kindergarten through grade twelve, providing information on language fluency.

Construction of Profiles. Profiles were constructed to reflect the following categories: school demographics, teacher demographics, student demographics, language data, and academics. Individual profiles for each school were generated. In addition, summary profiles were generated for 1) combined Partnership and Foundation Schools across all regions; 2) combined Foundation Schools across all regions; 3) combined Partnership Schools across all regions; and 4) combined Partnership and Foundation Schools within each region. Over one

thousand pages of tables were generated. These tables are included in the Data Attachment. A narrative description of these tables, and descriptive figures, are presented in Technical Report 1.

ACTIVITY 2: Reform Goals Database

The Reform Goals Database was developed and is maintained by Fenwick Associates. This database makes it possible to monitor changes in schools' stated objectives over the three year period. In the first year, over 550 objectives specified in school plans were categorized according to the recommendations in CIM. The data tables are presented in Technical Reports 1 and 2.

ACTIVITY 3: Survey of current and expected attainment of recommendations in CIM

The Program Description Survey was administered in year one and will be administered again in year three of the project. Items on the year-one Program Description Survey were constructed to determine the status of schools at the start of their reform efforts and their expectations for change over three years, with respect to the recommendations in CIM. School principals were provided descriptions related to recommendations in CIM and asked to circle the rating that best described their school "NOW" and then to circle the rating they believed would best describe their school "IN THREE YEARS".

This dual rating approach was useful for several reasons. First, it may have forced a more realistic NOW rating since the principals were asked to think ahead and project their own change ratings IN THREE YEARS. Second, the difference between the NOW rating and the IN THREE YEARS rating provided considerable information about where efforts were being extended. That is, if the NOW rating was high and the IN THREE YEARS rating was high (producing a low difference score), it indicated that the principal and/or staff saw little need for improvement. If the NOW rating was low and the IN THREE YEARS rating was low (also producing a low difference score), it indicated that the principal and/or staff was unwilling or unable to change in that area. If the NOW rating was low and the IN THREE YEARS rating was high (producing a high difference score), it indicated that considerable change was anticipated.

The survey was pilot tested on nine middle grade principals not involved in the regional networks, school district research staff and superintendents, and university staff. CDE staff also reviewed the survey prior to dissemination. The survey consisted of six sections: Curriculum, Interdisciplinary Team Organization, Advisory Programs, At-risk Students, Linkages, and General School Reform.

Response Rate. The survey was mailed to the principals of all 115 schools in February 1989. Nearly all surveys (N=108; 94%) were returned. An analysis of the schools failing to return the survey showed no particular pattern by region. (Surveys were returned from all schools in regions A, B, D, E, H, and J. One school failed to return the survey in Region I. Two schools per region

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failed to return the survey in regions C, F, and G.) Schools that did not return the survey, in all cases, received at least one personal follow-up telephone call requesting the return of the survey.

Analysis. The results of the analysis are presented in Technical Report 1. Detailed tables of data and all written comments are in the Data Attachment. An analysis of the change in responses on the survey in year one compared to responses on the survey at the end of year three will be provided in the final report.

ACTIVITY 4: Site visit to Foundation Schools

The purposes of the site visits in year one were: 1) to learn what Foundation Schools were doing to facilitate the realization of reform efforts of schools in their region; 2) to document regional activities; and 3) to determine the functional structure of the regional network.

Structured Interviews. Structured interviews were conducted by the lead evaluator from April to June, 1988. The interviews lasted an average of three to four hours and included the principal and any other school staff closely associated with the Foundation School activities. All interviews were audiotaped. In about half of the regions, the CDE OMGSS consultant assigned to assist the region also attended the interview. The structured interview covered the following topics: school and neighborhood demographics; historical reform efforts in the Foundation School; factors contributing to the desire to become a Foundation School; leadership and functional structure of the Network; regional goals; communication and network activities in the region; regional linkages; plans for change; local assessment of the regional successes in the first year; and current Foundation School reform activities.

Analysis. Qualitative information obtained during the interviews was recorded on data summary sheets immediately following the interview. Audiotapes of each interview were used to clarify unclear responses. Content analysis was conducted by grouping responses into meaningful categories which were then analyzed using a variety of figures and schematics. Conclusions reached were reviewed by OMGSS and Foundation School staff for accuracy. Results of this activity are presented in Technical Report 2.

ACTIVITY 5: Site visits to a sample of Partnership Schools

The purposes of the site visits to a sample of Partnership Schools in year three will be to expand upon the information obtained through the survey and to determine the degree to which schools are: implementing new programs or processes as a result of their participation; engaging in research activities; and creating linkages with institutions of higher education, county offices of education and community resources; and serving as catalysts for reform. The focus will be on school-level reform efforts and regional activities. The number

of schools to be visited and the method by which these schools will be selected will be determined in year three of the project. The results of these visits will be presented in the Final Report.

ACTIVITY 6: Observation of CDE-sponsored activities

Network activities sponsored by the CDE were observed. These included conferences, quarterly meetings of the Foundation School principals, and ad hoc meetings. Information obtained from this component is incorporated as contextual detail throughout the technical and final reports.

Strengths and Limitations of the Study

The evaluation design is robust. The multimethod approach to data collection and the triangulation of information for data interpretation will make it possible to feel fairly confident in the descriptions obtained and the conclusions drawn. This is particularly true in answering questions pertaining to the processes regions underwent during the three year period.

Coming to an understanding about outcomes resulting from the three year project will not be as straightforward. Simple counts of students participating in new reform programs will, in some cases, show how many students were affected, but not all programs lend themselves to simple participant counts. Further, tabulation of the number of participants provides no information about the effectiveness of the programs.

The questions of greatest import are those that address the relationship between the reform efforts and student outcomes. Unfortunately, attributing specific outcomes to specific middle grade reform efforts is very difficult, due largely to the overlap among projects. For example, it is not possible to determine the independent contributions of various programs (such as SIP, the math Demonstration Project, the Chapter 1 program, and the middle grade reform efforts) to an overall increase in CAP scores or to an overall decrease in the number of drop-outs. However, the relationship between reform efforts and student outcomes, given the context of all simultaneous school reform activities, can and will be established. Overall, the evaluation will provide information in four areas: 1) changes in school, student and staff demographics over the three year period and how these changes may be related to reform efforts; 2) changes in the programs and processes implemented based on recommendations in CIM; 3) the effectiveness of the administrative model which guided the California agenda for reform; and 4) lessons learned about effective middle grade reform. This information will be presented in the final report.

FIGURE 1a: LOCATION OF REGIONS A TO J

REGION A

Central Middle School
2565 Mesa Avenue
Oroville, CA 95966

- Seven Hills Intermediate School
  700 Hoover Lane
  Nevada City, CA 95959
- Grizzly Hill School
  P.O. Box 529
  North San Juan, CA 95960
- Barrett Middle School
  4243 Barrett Road
  Carmichael, CA 95608
- Carnegie Middle School
  5820 Illinois Avenue
  Orangevale, CA 95662
- Churchill Middle School
  4900 Whitney Avenue
  Carmichael, CA 95608
- Jonas Salk School
  2950 Hurley Avenue
  Sacramento, CA 95864
- Sequoia Middle School
  1805 Sequoia Street
  Redding, CA 96099
- Macdoel Elementary School
  Old Highway 97 Box 153
  Macdoel, CA 96058
- Hayfork Elementary School
  P.O. Box 70
  Hayfork, CA 96041
- Golden State Middle School
  1100 Carrie Street
  West Sacramento, CA 95605

REGION B

Woodlake Intermediate School
497 North Palm
Woodlake, CA 93286

- Clark Intermediate School
  902 5th Street
  Clovis, CA 93612
- Kastner Intermediate School
  7676 North 1st Street
  Fresno, CA 93710
- Scandinavian Middle School
  3232 North Sierra Vista Avenue
  Fresno, CA 93726
- Tehipite Middle School
  630 North Augusta
  Fresno, CA 93701
- Tioga Middle School
  3232 East Fairmont Avenue
  Fresno, CA 93726
- James Monroe Junior High School
  340 West Church Street
  Ridgecrest, CA 93555
- La Vina Elementary School
  8594 Road 23
  Madera, CA 93637
- Hoover Intermediate School
  800 East 26th Street
  Merced, CA 95340
- Frank Sparkes School
  7265 West Almond Avenue
  Winton, CA 95388
- Kings River Union Elementary School
  3961 Avenue 400
  Kingsburg, CA 93631

REGION C

Shandin Hills Intermediate School
4301 Little Mountain Drive
San Bernadino, CA 92407

- Bobby Duke Middle School
  85-358 Bagdad Street
  Coachella, CA 92236
- Palm Desert Middle School
  74-200 Rutledge Way
  Palm Desert, CA 92260
- Elsinore Junior High School
  1203 West Graham Avenue
  Lake Elsinore, CA 92330
- Jurupa Junior High School
  8700 Galena Street
  Riverside, CA 92509
- Pinacate Middle School
  1990 South A Street
  Perris, CA 92570
- Lyle Briggs Fundamental School
  13509 Ramona Avenue
  Chino, CA 91710
- Terrace Hills Junior High School
  22579 DeBerry Street
  Grand Terrace, CA 92324
- Southridge Middle School
  14500 Live Oak Avenue
  Fontana, CA 92335
- La Contenta Junior High School
  7050 La Contenta Road
  Yucca Valley, CA 92286
- Arrowview Intermediate School
  2299 North G Street
  San Bernardino, CA 92405
- Curtis Intermediate School
  1472 East 6th Street
  San Bernardino, CA 92410

CALIFORNIA REGIONAL NETWORKS OF FOUNDATION AND PARTNERSHIP SCHOOLS

A Project Committed to State-of-the-Art Middle Grade Education

California State Department of Education
Office of Middle Grades Support Services

REGION D

▽ **Montgomery Junior High School**
1051 Picador Blvd.
San Diego, CA 92154

- Barbara Worth Junior High School
  Imperial Avenue & D Street
  Brawley, CA 92227
- Frank Wright Intermediate School
  515 West 10th Street
  Imperial, CA 92251
- Valley Junior High School
  1645 Magnolia Avenue
  Carlsbad, CA 92008
- Oak Grove Middle School
  14545 Lyons Valley Road
  Jamul, CA 92035
- Correia Junior High School
  4302 Valeta Street
  San Diego, CA 92107
- Montgomery Junior High School
  2470 Ulric Street
  San Diego, CA 92111
- Diegueno Junior High School
  2150 Village Park Way
  Encinitas, CA 92024
- National City Junior High School
  1701 D Avenue
  National City, CA 92050
- Southwest Junior High School
  2710 Iris Avenue
  San Diego, CA 92154
- Washington Middle School
  740 Olive Avenue
  Vista, CA 92083

REGION E

▽ **Dwyer Middle School**
1502 Palm Avenue
Huntington Beach, CA 92648

- Ridgecrest Intermediate School
  28915 Northbay Road
  Rancho Palos Verdes, CA 90274
- Ladera Vista Junior High School
  1700 East Wilshire
  Fullerton, CA 92631
- Venado Middle School
  4 Deerfield Avenue
  Irvine, CA 92714
- Imperial Middle School
  1450 South Schoolwood
  La Habra, CA 90631
- Washington Middle School
  716 East La Habra Blvd
  La Habra, CA 90631
- McAuliffe Middle School
  4112 Cerritos Avenue
  Los Alamitos, CA 90720
- El Rancho Middle School
  181 South Del Giorgio
  Anaheim, CA 92808
- Tuffree Junior High School
  2151 North Kraemer Blvd
  Placentia, CA 92670
- Serrano Intermediate School
  24642 Jeronimo Road
  El Toro, CA 92630
- MacArthur Fundamental
  Intermediate School
  600 West Alton Avenue
  Santa Ana, CA 92707
- Spurgeon Intermediate School
  2701 West 5th Street
  Santa Ana, CA 92703

REGION F

▽ **Bret Harte Preparatory Intermediate School**
9301 South Hoover Street
Los Angeles, CA 90044

- John Adams Junior High School
  151 West 30th Street
  Los Angeles, CA 90007
- Belvedere Junior High School
  312 North Record Avenue
  Los Angeles, CA 90063
- Berendo Junior High School
  1157 South Berendo Street
  Los Angeles, CA 90006
- Edison Junior High School
  6500 Hooper Avenue
  Los Angeles, CA 90001
- Northridge Junior High School
  17960 Chase Street
  Northridge, CA 91325
- Francis Parkman
  Junior High School
  20800 Burbank Blvd
  Woodland Hills, CA 91367
- Markham Intermediate School
  1650 East 104th Street
  Los Angeles, CA 90002
- South Gate Junior High School
  4100 Firestone Blvd
  South Gate, CA 90280
- Sutter Junior High School
  7330 Winnetka Avenue
  Canoga Park, CA 91306

REGION G

▽ **Chaparral Middle School**
1405 South Spruce Tree Drive
Diamond Bar, CA 91765

- Killingsworth Intermediate School
  21409 South Elaine Avenue
  Hawaiian Gardens, CA 90716
- Edgewood Middle School
  14135 East Fairgrove Avenue
  La Puente, CA 91746
- Lone Hill Intermediate School
  700 South Lone Hill
  San Dimas, CA 91773
- Luther Burbank
  Junior High School
  3700 West Jeffries Avenue
  Burbank, CA 91505
- Theodore Roosevelt
  Junior High School
  1017 South Glendale Avenue
  Glendale, CA 91205
- Fred M. Sparks
  Junior High School
  15100 Giordano Street
  La Puente, CA 91744
- Lindero Canyon Middle School
  5844 North Larboard Lane
  Agoura, CA 91301
- Charles W. Eliot Middle School
  2184 North Lake Avenue
  Altadena, CA 91001
- Alvarado Intermediate School
  1901 South Desire Avenue
  Rowland Heights, CA 91748
- Giano Intermediate School
  5223 South Giano Street
  La Puente, CA 91744
- Arroyo Seco Junior High School
  27171 Vista Delgado Drive
  Valencia, CA 91354
- Anacapa Middle School
  100 South Mills Road
  Ventura, CA 93003

REGION H

▽ **Burlingame Intermediate School**
1715 Quesada Way
Burlingame, CA 94010

- El Sausal Junior High School
  1155 East Alisal Street
  Salinas, CA 93905
- Washington Junior High School
  560 Iverson Street
  Salinas, CA 93901
- Cunha Intermediate School
  Kelly and Church Streets
  Half Moon Bay, CA 94019
- McKinley Middle School
  400 Duane Street
  Redwood City, CA 94062
- Sheppard Middle School
  480 Rough & Ready Road
  San Jose, CA 95133
- Monroe Middle School
  155 North 3rd Street
  San Jose, CA 95008
- Hyde Junior High School
  19325 Bollinger Road
  Cupertino, CA 95014
- J. W. Fair Junior High School
  1702 McLaughlin Avenue
  San Jose, CA 95122
- Sylvandale Middle School
  653 Sylvandale Avenue
  San Jose, CA 95111
- R.J. Fisher Junior High School
  17000 Roberts Road
  Los Gatos, CA 95032
- New Brighton Middle School
  250 Washburn Avenue
  Capitola, CA 95010

REGION I

▽ **Los Cerros Intermediate School**
968 Blemer Road
Danville, CA 94526

- Albany Middle School
  1000 Jackson Street
  Albany, CA 94706
- Willard Junior High School
  2425 Stuart Street
  Berkeley, CA 94705
- Bret Harte Intermediate School
  1047 E Street
  Hayward, CA 94541
- Harvest Park Intermediate School
  4900 Valley Avenue
  Pleasanton, CA 94566
- Bancroft Junior High School
  1150 Bancroft Avenue
  San Leandro, CA 94577
- Pine Hollow Intermediate School
  5522 Pine Hollow Road
  Concord, CA 94521
- Riverview Middle School
  205 Pacifica Avenue
  Pittsburg, CA 94565
- Pine Valley Intermediate School
  3000 Pine Valley Road
  San Ramon, CA 94583
- Stone Valley School
  3001 Miranda Avenue
  Alamo, CA 94507
- Jefferson Elementary School
  7500 W. Linne Road
  P.O. Box 1029
  Tracy, CA 95376

REGION J

▽ **Silverado Middle School**
1133 Coombsville Road
Napa, CA 94558

- Sunny Brae Middle School
  1430 Buttermilk Lane
  Arcata, CA 95521
- Middletown Middle School
  15846 Wardlaw Street
  P.O. Box 338
  Middletown, CA 95461
- Miller Creek Middle School
  2255 Las Gallinas Avenue
  San Rafael, CA 94903
- San Jose Middle School
  1000 Sunset Parkway
  Novato, CA 94947
- Del Mar Intermediate School
  105 Avenida Mira Flores
  Tiburon, CA 94920
- Davidson Middle School
  280 Woodland Avenue
  San Rafael, CA 94901
- Anderson Valley
  Junior High School
  Mountain View Road
  P.O. Box 130
  Boonville, CA 95415
- Arena Elementary School
  20 School Street
  Point Arena, CA 95468
- Laytonville Elementary
  Middle School
  P.O. Box 325
  Laytonville, CA 95454
- Willis Jepson Junior High School
  580 Elder Street
  Vacaville, CA 95688
- Petaluma Junior High School
  700 Bantam Way
  Petaluma, CA 94952

LEGEND

▽ **Foundation School**
• **Partnership School**

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